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ABSTRACT

This publication was prepared as part of the Chinese Bilingual Pilot Program, funded under Title VII of the 1965 Elementary Secondary Education Act. The units described in this document provide a series of study trips around Chinatown in San Francisco, California and the surrounding areas. Through these units children will become familiar with vital businesses of the Chinese community and at the same time, will learn about similar businesses outside of Chinatown. These units will help children in a racially integrated class learn and appreciate each other's culture through many shared, bicultural experiences. These shared bicultural experiences will also help to develop an awareness and appreciation of one's own heritage. Followup activities in all areas of the school curriculum are listed with the study trips. The aim of the oral language program is to provide maximum involvement of each child. Although these units are written for Title VII, Chinese Bilingual Pilot Program, they can be used successfully in the regular school program. (Author/JM)

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STUDY TRIPS

ELIZABETH LEW

1974

Chinese Bilingual Pilot Program
ESEA Title VII
San Francisco Unified School District

UD 014633

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INTRODUCTION

These units provide a series of study trips around Chinatown and the surrounding areas. Through these units children will become familiar with vital businesses of the Chinese community and at the same time, will learn about similar businesses outside of Chinatown.

These units will help children in a racially integrated class learn and appreciate each other's culture through many shared, bicultural experiences. These shared bicultural experiences will also help to develop an awareness and appreciation of one's own heritage.

Follow-up activities in all areas of the school curriculum are listed with the study trips. The aim of the oral language program is to provide maximum involvement of each child. Although these units are written for Title VII, Chinese Bilingual Pilot Program, they can be used successfully in the regular school program.

Thanks to May Chun who developed the initial stages of these units.

STUDY TRIPS

1. Study Trip to a Chinese Bakery
2. Study Trip to an American Bakery
3. Study Trip for the Moon Festival
4. Study Trip for Thanksgiving
5. Study Trip to a Chinese Restaurant
6. Study Trip to an American Restaurant
7. Study Trip to a Chinese Vegetable Market
8. Study Trip to the Farmer's Market

STUDY TRIP TO A CHINESE BAKERY

I. DESTINATIONS:

A. Chinese style bakeries (deem sum):

1. The Wing Chong Bakery, Chee Kay's, Yong Kee, all on Jackson Street, between Grant Avenue and Stockton Street.

2. Hing Kee Bakery, 754 Washington Street.

B. Western style and Chinese style bakeries:

1. The Three Star Bakery, 1131 Grant Avenue.

2. The Ping Yuen Bakery, 1066 Grant Avenue.

II. OBJECTIVES:

A. General

1. To help children in a racially integrated class to learn and to appreciate each other's cultures through many shared, bicultural experiences.

2. To help children develop the ability to work together as members of school, home and community.

B. Specific

1. To help children become familiar with an important business patronized by most of the people in Chinatown.

2. To develop an awareness that bakeries are not only a vital part of Chinatown but are important in other communities as well.

3. To have children see the operation of Chinese bakeries and their various types of Chinese baked goods.

4. To help children see that there are essentially two types of Chinese bakeries: one that make and sell only Chinese pastries (deem sum) and one that make and sell only western style pastries (or both).

5. To help children learn and expand their Chinese and English oral language and new vocabulary by meaningful experiences related to subject.

6. To help children recognize, taste and identify some of the common pastries and baked goods of both cultures.

7. To help children appreciate the differences of similarities of the Chinese pastries compared with Western pastries through taste and observation.

8. To have children observe that Chinese pastries are often made by hand and done individually. (This will be the basis for comparison of the operations and the work done in small Chinese bakeries as compared with a large bakery such as Kilpatrick's.)

9. To have children become familiar with some of the Chinese ingredients and utensils used in making Chinese pastries.

10. To provide experiences in quantitative measurement by the making of Chinese pastries in the classroom.

11. To provide for and stimulate individual creative interest and growth.

III. PREPLANNING

A. There are three walking trips for September's social studies units:

1. The first trip to observe bakeries in Chinatown.

2. The second trip to observe an American bakery such as Kilpatrick's Bakery.

3. The last trip to two Chinese bakeries to observe the making and selling of moon cakes for the Chinese Moon Festival.

B. Arrangements for the field trips during the month of September should be made immediately after school starts or preferably before school starts.

C. It is recommended that all arrangements for visits to the kitchens of the bakeries be planned for the "slack" hours.

D. The first two studies and walking trips related to the Chinese and American bakeries will culminate in the Moon Festival study and walk.

IV. SUGGESTED CLASSROOM ACTIVITIES:

A. Preliminary activities

1. Bring in some typical Chinese pastries (deem sum) such as cha siu bow (barbeque pork buns), ha gow (steamed shrimp savory), siu mai (ground pork savory), jin duey (fried glutinous rice balls), taam gok (sweet turnover cookie), gai don go (steamed sponge cake), etc.

2. Talk about these pastries. For those children who do not know the names of the pastries, teach them the names in Chinese.

3. Find out how many children have eaten some of these pastries before. How many of them have not.

4. Ask if any of their mothers have made these pastries at home. Have the children talk about the ingredients and describe the techniques as well as the utensils their mothers used in making these pastries.

5. If possible, have available some pictures of some common ingredients and utensils used for making Chinese pastries.

6. For those children who have parents that never make Chinese pastries, find out if they buy their pastries at the Chinese bakeries. Have them tell where they shop for these Chinese pastries.

7. Cut up and distribute the pastries for a taste-session. Have children describe the tastes, textures of the different pastries. Record their responses.

8. On another day, bring in some typical western style pastries (or show pictures) such as: cake, cupcakes, donuts, cookies, pies, snails, bread, rolls, etc.

9. Follow the same procedure for discussion and activities as with the Chinese pastries.

10. Look at some books and pictures related to subject.

B. The trip to the Chinese bakeries.

1. Have ready a large map of the Chinatown area.

2. Decide with children the different bakeries they will be visiting. Locate these bakeries on the map.

3. Set date for the walk.

4. Discuss safety rules and behavior.

5. Practice Chinese and English oral language structures and vocabulary related to subject.*

6. Take the walk to the bakeries.

   a. At each bakery, have children identify and name in Chinese and in English the different pastries they have seen and tasted in the classroom.

   b. Have them observe the ingredients, utensils, and the process of making pastries.

   c. Have them observe the different workers in the bakeries.

   d. Take photographs of the bakeries, the people, etc.

C. Follow-up activities

1. Language

   a. Write a cooperative story of the trip.

   b. If photographs were taken of the trip, after they have been developed, have children write stories, or sentences about the photographs. (Younger children can dictate sentences.)

   c. On two charts, have children recall and list the bakeries that sell only the Chinese pastries and the ones that sell the Western and Chinese pastries.

   d. Make a class book: "My Favorite Chinese Pastry." Children will draw pictures of the pastries and write one or two sentences about their favorite pastry.

2. Art

   a. Draw or paint pictures illustrating the trip to the bakery.

   b. Draw pictures of Chinese pastries. Make into a booklet.

3. Dramatic Play

   a. Set up a Chinese pastry shop in the classroom. Have children dramatize the buying and selling of pastries in a bakery. Teach children to use Chinese or English oral language for the dramatization.

*Note: Reference section of this unit of study.

b. Role-playing: Have children pretend they are the helpers in a Chinese bakery.

4. Games

a. Reinforce the vocabulary for the Chinese or American pastries by playing a game of "Fruit Basket." Substitute the fruits with the names of Chinese or American pastries.

b. Play a game of "What am I?" Different children will give one or two clues describing the pastry they are thinking about and the rest of the class have to guess the name of the pastry (Chinese or English).
Example: "My center is made of shrimp and bamboo shoots. I'm white on the outside." (Ha Gow)

5. Math

List some of the Chinese or American pastries on a chart. Assign children to find out the cost of each pastry. Write the prices on the chart.

a. Using the price list of the pastries as a guide, have children make up their own math word problems, or work together as a class and make up some math word problems.

b. Again, using the price list as guide, the teacher can make up her own math word problems and assign them as a seatwork.

D. Culminating Activity: Making a Chinese pastry in the classroom. (Suggestion: Teem Gok, Gin Duey, or Almond Cookies*)

1. Select a Chinese pastry.

2. Study ingredients and procedures.

3. Decide on how much to make for the class.

4. Figure out the amount of ingredients, the type of utensils needed, etc.

5. Figure the cost of the ingredients, etc.

6. On a chart, write down procedures, duties, etc.

7. Alternate activity: Have a parent come in and demonstrate the pastry making.

*Note: Reference section of this unit of study.

REFERENCE SECTION

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STUDY TRIP TO A CHINESE BAKERY

INFORMATION:

What else do westerners eat other than the round crunchy almond cookie or the fortune cookie?

There are dozens of pastry shops and bakeries in Chinatown. Some of the, such as Ping Yuen and Three Star Bakeries (both on Grant Avenue), make mostly "American style" pastries. These would be the places to go if one wishes to purchase cupcakes, pies, tarts, cakes, and so forth.

There are other shops that specialize in making "deem sum", the hot meat-filled pastries or seafood tidbits served for a Chinese "tea" lunch. Bun Heong and Hing Kee (both on Washington Street) are among the "deem sum" shops or bakeries. These "deem sum" places are usually open only during the morning and noon hours. If you should go early in the day, you will see Chinese ladies sitting by a work table making the "deem sum", one by one.

Each pastry is carefully made with the dough rolled paper-thin, then filled with minced shrimp, meat, or other ingredients. Some "deem sum" are deep-fried or pan fried; a few are baked; most are steamed on large bamboo trays stacked high inside a large work (Chinese cooking pan.)

A bakery like Chee Kay on Jackson Street is unique because it makes only the Chinese-style cakes, mainly for Chinese weddings. Walking by this shop you can see stacks of the traditional, bright red and gold lacquer boxes used for wedding cakes. The family of a Chinese bride may ask the prospective groom's family to provide several thousands of these wedding cakes. The cakes would be distributed to friends and relatives before the wedding. A large Chinese wedding may very well mean a busy and profitable time for a Chinatown baker.

Some shops, such as Wing Chong and Yong Kee, make Chinese cakes as well as the "deem sum" during the morning and noon hours. Some bakeries make both American and Chinese pastries. The Eastern Bakery and Fong Fong Bakery (both on Grant Avenue) make pies, cakes, cookies and other pastries. They are well known, however, for their "soe beng" - a flaky-crusted pastry with different sweet fillings as well as for their moon cake - a soft, brown-crusted cake filled with various sweet centers and egg yolks.

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ORAL LANGUAGE LESSON PLAN

This material was written orginally for foreign born (Chinese) first grade children. With the integration of the Chinese bilingual classes, these materials will need revisions.

It is recommended that the teacher select and modify the oral language structures and patterns as well as substitute the vocabulary accordingly, to the particular needs of her ESL (English as a Second Language) children and her CSL (Chinese as a Second Language) children.

In the case of the CSL children, the materials will have to be tanslated for their use.

This lesson plan will serve only as a guide for implementing the oral language activities.

1) Have these sentences ready on the board:

   We are going to a bakery.
   We are going to see some pastries.
   We are going to buy some pastries.

2) Read the sentences for the children.
   Recall what a "bakery" is.
   Elicit the meaning of "pastries."

3) Reread the sentences again.
   Have the children underline the key words.
   Have them repeat the sentences after you.

4) Have the children hear and repeat the two forms of go used in questions:

   Where are we going?
   Where did we go?

5) Have a substitution drill. Use the "Places" flashcards

   Where are we going? We're going to a bakery.
   to Grant Avenue.
   to Chinatown.
   etc.

   Where did we go? We went to a bookstore.
   to the park.
   downtown.

After the teacher-students exchange, let Group I ask and Group II respond, and vice versa.

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Oral Language Lesson Plan - Reference

6) Practice the short form responses. Use the YES/NO card:

Are you going for a walk? Yes, I am./No, I'm not.
Are you going downtown?
Are you going to Chinatown?

Can you go for a walk? Yes I can./No, I can't.
Can you come with us?
Can you find the baker?

Do you want to go? Yes I do./ No, I don't.
Do you like to walk?
Do you live in Chinatown?

7) Use the hand puppets and introduce this conversation:

What are we going to do?
We're going to go for a walk.
Where are we going to go?
We're going to go to a bakery.

Recall the use of the future tense.
Repeat the conversation.
Let the class repeat after you.

Bring out the parallel structure in:

"What are we going to do?"
"Where are we going to go?"

Then divide the class and let one group ask and the other respond, and vice versa.

8) Use magazine cut-outs or picture flash cards to introduce or recall new vocabulary:

It's a cake. It's a pie.
It's a cupcake. It's a cookie. etc.

Have the children listen first, then let them repeat after you.

Elicit some individual responses. Ask:

What's this? What's that?

9) Present the plural forms:

These are pastries. These are donuts.
These are cookies. These are cupcakes. etc.

10) Introduce and practice using "these" and "those".
What are these? What are those?
Ask the children. Use the picture flashcards and have them substitutions.
Have Group I ask Group II, and vice versa.
Have the children ask you.

REFERENCE

STUDY TRIP TO A CHINESE BAKERY

SUGGESTED RECIPES FOR A CLASSROOM ACTIVITY

TEEM GOK (Sweet Turnover Cookie)

1 lb. Round Won Ton Wraps
1 egg

Filling:

1/2 to 3/4 cups of chopped roasted peanuts
1/2 to 3/4 cups of diced fat pork (optional)
1 cup of shredded coconut
2 - 3 Tablespoon of roasted sesame seed
2 - 3 cups of sugar

Combine all ingredients.
Take a won ton wrapping and place 1 teaspoon of filling in the center of wrapping.
Brush the top edge of wrapping with beaten egg.
Fold over the bottom edge and press until the entire turnover is well sealed.

Deep fry in vegetable oil until golden brown.

Makes about 50.

GIN DUEY (Fried Glutinous Rice Balls)

1 lb. Naw Mai Fun (Glutinous Rice Flour)
2 cups Brown sugar
1/2 cups white sugar
1 (No. 2-1/2) large can yams
1/2 cup water

Sift the Naw Mai Fun. Put yams through a ricer to remove fibers. If no ricer, just mash the yams. Do not use the juice in the can of yams. Mix the yams into the rice flour.

Meanwhile, slowly cook the brown sugar in the 1/2 cup water to a boil. Be careful the sugar does not boil over. Let it simmer a few minutes. Add this hot sugar mixture gradually to the flour and yam mixture, stirring vigorously until it is a moist consistency. If it is too moist, add a little extra rice flour. Mix in 1/2 cup white sugar.

GIN DUEY (Continued)

Roll into balls about 1-1/2 diameter. Dip in sesame seeds. Heat 48 oz. of vegetable oil in pot or wok. When hot (about 350°), test fry one ball to see if oil is right temperature. Let ball fry for 2 minutes first but keep off bottom of pot so that it will not burn. Then rotate the oil in a circle with a slotted soup ladle and gently push the ball against the side of the wok. It will swell up. Gently push a few more times, all the while rotating the oil and the dough balls in a circle. The ball is done when completely browned.

Total frying time is about 10 minutes by this method.

If a sweet filling is desired, the flour mixture is shaped around the filling and rolled into a ball.

The filling can be the same as the Teem Gok, except the fat pork can be substituted with candied melon.

ALMOND OR SESAME COOKIES (Hung Yun, Jee Ma Beng)

2 cups flour
1 cup Crisco or lard
1/4 tsp. baking soda
1 cup sugar
3/4 beaten egg
almond or sesame seeds

Mix everything but almonds or sesame seeds together with fork and knead for a few minutes till dough holds together and roll dough into little balls. (About 1" diameter.) Finish according to kind of cookie.

With the 1/4 beaten egg that is left:

Almond cookie--brush egg on top of cookie, then put the nut in the center.

Sesame cookie--dip ball of dough into dish containing sesame seeds.

Place cookies face up, then press slightly with bottom of flat glass. Bake at 350° for about 15 minutes.

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STUDY TRIP TO AN AMERICAN BAKERY

I. DESTINATIONS:

A. Kilpatrick Bakeries, Inc.
2030 Folsom Street - Phone: 431-0810

1. Appointments are to be made one to two months ahead.

2. Days opened for guided tours:

Mondays -- afternoons only
Thursdays and Fridays -- mornings only

3. Restriction: Open for grades 2 and up

B. Alternate trips (without entering kitchens)

1. Stempel Bakery - 200 Potrero Street

2. Victoria Bakery (also Italian type pastries)
1362 Stockton Street

3. Blum's of Union Street - 2001 Union Street

II. OBJECTIVES

A. General

1. To help children in a racially integrated class to learn and to appreciate each other's cultures through many shared, bicultural experiences.

2. To help children develop the ability to work together as members of school, home and community.

B. Specific

1. To help children become familiar with one of the vital industries of our community: the bakery.

2. To have children see the operation of a big American bakery and to compare and contrast it with a small Chinese bakery.

3. To have children learn and recall new vocabulary related to the subject and experiences of the Chinese and American bakeries.

4. To help children expand their Chinese and English oral language facilities through actual usuage and meaningful experiences.

5. To help children see the importance of mechanization in the baking industry by the experience of visiting the Kilpatrick's Bakery.

6. With this experience (at Kilpatrick's), help children to compare and evaluate the impact of mechanization in food processing with that of the Chinese pastry shops where pastries are largely made by hand and done individually.

7. To develop in children an appreciation for the differences and similarities of the Chinese and American pastries through taste, observation and the making of some of these pastries.

8. To help children realize that what is considered "American" pastries are essentially pastries from other countries.

9. To have children become familiar with some of the ingredients commonly used in making American pastries through the experiences of making their own American pastries in the classroom.

10. To develop facility in quantitative measurement through experiences of learning to measure ingredients in a classroom baking project.

11. To provide for and stimulate individual creative interest and growth.

III. PREPLANNING: Note Preplanning section of Study Trip to a Chinese Bakery, Part I.

IV. SUGGESTED CLASSROOM ACTIVITIES

A. Preliminary Activities

1. Recall with children the names of some of the pastries that they have seen at their visit to the Chinese bakeries that are of the western type.

2. List these different types of pastries.

3. Set up a table with magazines, pictures, newspapers, etc. Have children find, cut out and paste pictures of different American pastries on a chart.

4. With the help of the children, identify the different types of pastries found on the chart. Label the pastries.

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5. Have children list the types of pastries they saw at the Chinese bakery and the types that they did not see. Note the types of pastries they would probably see on their trip to the American bakery.

6. Test children's knowledge of pastries by playing game of Fruit Basket. This time, substitute names of fruits with the names of American pastries.

7. Show study prints of the Bakery.* Have children describe what is happening in each picture. Have children suggest headings for the pictures. These pictures will be displayed around the room.

8. Music: Teach singing games*

   a. "Oats, Peas, Beans"
   b. "The Farmer in the Dell"
   c. "The Muffin Man"
   d. "Hot Cross Buns"
   e. "Jolly is the Miller"

9. Set up a library section with books about the bakery.

B. The trip to the bakery.

1. Talk about the trip that the class will be taking.

2. Locate the bakery or bakeries on a large map of San Francisco.

3. Discuss safety rules for trip, by bus or on foot.

4. Practice Chinese and English oral language structures and vocabulary related to subject.*

5. Show film, Modern Bread Making.*

6. Follow-up with a discussion of film.

7. Visit the bakery.

   a. At the bakery, have children observe the physical set-up, the machines, personnel and the various activities.

   b. Point out the types of baked goods being processed.

*Note: Reference section of this unit of study.

C. Follow-up activities

1. Language and creative writing

a. Write an experience chart on the trip to the American bakery.

b. Have children write individual sentences or stories about the trip. Illustrate them. For younger children, have them illustrate pictures and dictate stories to the teacher or aide.

c. Make a class or individual booklet or scrapbook of the children's favorite American pastries. Children can write short sentences, "My favorite American pastry is....."

d. Class discussion

Set up two charts, one titled American Bakery and the other titled Chinese Bakery (Doem Sum.) Have children discuss, compare and list what they considered are similarities and differences in the two bakeries: the types of machines, the types of pastries, the ways in which the pastries are made and sold, which bakeries seem more efficient, etc.

2. Art: Make a mural of the American bakery.

3. Dramatic Play

a. Set up an American pastry shop in the classroom. Have children dramatize the buying and selling of pastries. The children can use English or Chinese for the dramatization.

b. As an added writing activity, some children can write advertising slogans or signs for the pastry shop.

c. Role playing: The children can pretend they are the different workers in the bakery.

4. Show filmstrip, The Little Red Hen and the Grain of Wheat.* This filmstrip has been taped in Chinese and in English for use in the Chinese bilingual classes. It can also be used as a Listening Center activity. A teacher, however, may wish to show the filmstrip and tell it herself in Chinese or in English.

*Note: Reference section of this unit of study.

a. Following the filmstrip, talk about the moral of the story. Have children recall the sequence of making bread: planting wheat, harvesting the wheat, milling the wheat, etc.

b. The children can follow through with this idea by planning and making their own "movie" of bread making, from the field to the table.

5. Making an American style pastry in the classroom.* The children will select a recipe to make in the classroom (i.e. cookie, bread, cake). This activity will provide and introduce children to the experience of learning about some of the common ingredients and utensils used in making American pastries as well as expose them to measuring concepts and usage.

6. Science: if bread is made in the classroom, the children will learn about the action of yeast in making bread rise.

7. Math: have children find out the cost of certain pastries. How they are sold, by dozen, by weight, or individually. As a class project, children can make up their own math story problems using this information as a base.

D. Culminating activities

1. Plan a class "Baker's Day" whereby children will bring and share their favorite Chinese and American pastries.

2. Children can choose two types of pastries. Tape record their descriptions and responses to the pastries. "My cupcake is sweet and lemony." "It's a sticky, icky snail." etc.

*Note: Reference section of this unit of study.

REFERENCE SECTION

I. ORAL LANGUAGE LESSON PLAN: Use Social Studies, Part I., Study Trip to a Chinese Bakery oral language lesson plan as guide.

II. AUDIO VISUAL MATERIALS

A. From San Francisco Unified School District A-V Department

1. Bakery 641.5 - P1
30 Study Prints (11 x 14)

2. Modern Bread Making Q641.5 - MS5
Sound film. 20 minutes

B. The Little Red Hen and the Grain of Wheat.

Filmstrip A122-3R in Chinese Bilingual Office. Chinese/English translation enclosed with this unit of study.

III. MUSIC AND DIRECTIONS FOR SINGING GAMES ARE FOUND IN CALIFORNIA STATE TEXT, PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL, BY VAN HAGEN, DEXTER AND WILLIAMS.

REFERENCE

STUDY TRIP TO AN AMERICAN BAKERY

SUGGESTED RECIPES FOR A CLASSROOM ACTIVITY

Mrs. Hanna's Famous Rolls

1 pkg. yeast
1 cup warm water
1/2 tsp. salt
2 Tbsp. sugar
1/2 cup dry milk
2 Tbsp. oil
1 beaten egg
3-1/2 to 4 cups flour

Stir yeast in lukewarm water until dissolved. Mix salt, sugar, dry milk, and oil into the yeast water. Beat one egg and add to mixture. Add flour, one cup at a time, mix until a stiff dough. May take more than 4 cups of flour. Let rise in warm place. Knead down. Make into rolls. Let rise again until double in size. Bake at 375° about 20 minutes or until lightly browned. Makes 22 rolls.

Snow Balls (Nut Cookies)

1 cup of flour
1 cube butter or margarine; cream, add 2 Tbsp. sugar
1 cup finely chopped nuts
1 tsp. vanilla

Roll into small balls. Bake 350° in oven 15 or 20 minutes on greased pan. Roll in powdered sugar. Let stand 3 minutes and roll again in powdered sugar.

Drop Donuts or Golden Puffs

Sift together 2 cups flour, 1/4 cup sugar, 3 tsp. double acting baking powder. Add 1 tsp. salt, 1 tsp. nutmeg or mace (or some of each) 1/4 cup oil, 3/4 cup milk, 1 egg.

Stir with a fork until well mixed. Drop by teaspoon into hot fat 375° and cook about 3 minutes. Don't get them too big or they won't get done in the middle. Roll in cinnamon and sugar while still warm.

THE LITTLE RED HEN AND THE GRAIN OF WHEAT

Filmstrip A122-3R
Society for Visual Education, Inc.
Text simplified for the Bilingual Class

1. The Little Red Hen lived on a farm.
這隻紅色的小母雞住在一座農場裏.
She had four yellow chicks.
牠有四隻黃色的小雞
They had three NEIGHBORS -- the Duck, the Mouse, and the Pig.
牠們有三個鄰居 -- 鴨子、老鼠、和豬.

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2. One day the Little Red Hen said,
一天紅色小母雞說
"We need some FLOUR."
"我們須要一些麵粉"
"We cannot make BREAD."
"我們不能够做麵包."
"We have to have some flour."
"我們一定要有一些麵粉."

---

3. The Little Red Hen cleaned her house.
紅色小母雞打掃了牠的房子.
The four yellow chicks helped her.
四隻黃色的小雞幫助牠.
They fixed the beds.
牠們整理了床褥.
They washed the dishes.
牠們洗乾淨了碗碟.
They swept the floor.
牠們掃了地.

---

4. Then the Little Red Hen said,
然後紅色小母雞說，
"We can look for some WHEAT."
"我們可以找一些小麥。"
"We can PLANT the wheat."
"我們可以種小麥。"
"We can use the wheat to make some flour."
"我們可以用小麥做些麵粉。"

---

5. The Little Red Hen found some wheat.
紅色小母雞找到了一些小麥。
She put the wheat in her pocket.
牠把小麥放進袋裏。

---

6. "Who can help me plant the wheat?" asked the Little Red Hen.
"誰可以幫我種這些小麥？"紅色小母雞問，
"Not I," said the Duck.
"我不種，"鴨子說。
"Not I," said the Mouse.
"我不種，"老鼠說。
"Not I," said the Pig.
"我不種，"豬說。
"Then I have to do it MYSELF," said the Little Red Hen.
"那麼只有我自己來種了，"紅色小母雞說。

---

7. The Little Red Hen worked hard.
紅色小母雞辛勤的工作。
The four yellow chicks HELPED her.
四隻黃色的小雞幫助牠。
Did they plant all the wheat?
牠們種了所有的小麥嗎？
Yes, they did.
是的，牠們種了。

---

8. They worked all day.
他們工作了整天.
Then it was time to go home.
然後回家的時候到了.

---

9. Many, many sunny days came.
許多,許多有陽光的日子來到.
Many, many rainy days came.
許多,許多下雨的日子來到.
The wheat grew taller and taller.
小麥長得又高又大.

---

10. One morning the Little Red Hen said,
一天早上,紅色小母雞說,
"It is time to HARVEST the wheat."
該是小麥收成的時候了.
"We can harvest the wheat today."
我們今天可以收成小麥了.

---

11. "Who can help me harvest the wheat?" said the Little Red Hen.
"誰可以幫我收成小麥?"紅色小母雞說.
"Not I," said the Duck.
"我不收,"鴨子說.
"Not I," said the Mouse.
"我不收,"老鼠說.
"Not I," said the Pig.
"我不收,"豬說.

---

12. "Then I have to do it myself," said the Little Red Hen.
"那麼只有我自己來收了,"紅色小母雞說.

---

13. The Little Red Hen want to work.
紅色小母雞工作去了.
The four yellow chicks helped her.
四隻黃色小雞幫助牠.
They worked very hard.
牠們十分辛勤的工作.
They cut all the wheat.
牠們割了所有的小麥.

---

14. "Who can help me THRESH the wheat?" asked the Little Red Hen.
"誰可以幫我打這些小麥?" 紅色小母雞問.
"Not I," said the Duck.
"我不打." 鴨子說.
"Not I," said the Mouse.
"我不打." 老鼠說.
"Not I," said the Pig.
"我不打." 豬說.

---

15. "Then I have to do it myself," said the Little Red Hen.
"那麼只有我自己來打了." 紅色小母雞說.
The four yellow chicks helped her.
四隻黃色小雞幫助牠.
Did they thresh all the wheat? Yes, they did.
牠們打完了所有的小麥嗎? 是的, 牠們打完了.

---

16. "Who can help me take the wheat to the MILL?" asked the Little Red Hen
"誰可以幫我拿這些小麥到磨坊去?" 紅色小母雞問.
"Not I," said the Duck.
"我不去." 鴨子說.
"Not I," said the Mouse.
"我不去." 老鼠說.
"Not I," said the Pig.
"我不去." 豬說.

---

17. "Then I have to do it myself," said the Little Red Hen.
"那麼只有我自己去了," 紅色小母雞說.
She put the wheat into a SACK.
牠把小麥放進一隻袋裡.
She put the sack into a WHEELBARROW.
牠把袋放在一輛小輪車裏.
Then she took it to the mill.
然後牠把小麥拿到磨坊去.

---

18. "Good morning," said the MILLER.
"早晨," 磨坊主人說.
"What do you have?"
"你有些什麼呀?"
"I have some wheat," said the Little Red Hen.
"我有些小麥," 紅色小母雞說.
"Please GRIND it for me."
"請你幫我磨了它,"
"Please make some flour for me."
"請你幫我磨些麵粉."

---

19. "Yes," said the Miller.
"好," 磨坊主人說.
"I will grind the wheat for you."
"我會幫你磨這些小麥."
Did he grind all the wheat? Yes, he did.
他有沒有磨了所有的小麥? 是的, 他磨了.

---

20. "Thank you," said the Little Red Hen.
"謝謝你," 紅色小母雞說.
Then the Miller put the flour into the wheelbarrel.
於是, 磨坊主人把麵粉放進輪車裏.

---

21. The Little Red Hen took the flour home.
紅色小母雞帶了麵粉回家去.

---

22. "Who can help me make some bread?" asked the Little Red Hen
"誰可以幫我做些麵包？" 紅色小母雞問.
"Not I," said the Duck.
"我不做," 鴨子說,
"Not I," said the Mouse.
"我不做," 老鼠說.
"Not I," said the Pig.
"我不做," 豬說.

---

23. "Then I have to do it myself," said the Little Red Hen
"那麼只有我自己來做了," 紅色小母雞說.
The four yellow chicks helped her.
四隻黃色小雞幫助牠.
They worked very hard.
牠們很辛勤的工作.
Did they make some good bread?
牠們有沒有做了些好的麵包？
Yes, they did.
是的, 牠們做了.

---

24. Soon the bread was ready.
很快的麵包做好了.
"Who can help me eat the bread?" asked the Little Red Hen
"誰可以幫我吃這麵包？" 紅色小母雞問.

---

25. The Mouse came running.
老鼠跑着來了.
He wanted to eat some bread.
牠要吃一些麵包.
The Pig came running.
豬跑着來了.
The Duck came running.
鴨子跑着來了.

---

26. "I can help you eat the bread," said the Duck
"我可以幫你吃這麵包," 鴨子說.

---

27. "I can help you eat the bread," said the Pig.
"我可以幫你吃這麵包," 豬說.

---

28. "No, no," said the Little Red Hen.
"不.不," 紅色小母雞說.
"You did not help me."
"你沒有幫助我."
"You did not help at all."
"你從沒有幫助我."

---

29. "My chicks helped me.
"我的小雞幫助我的."
"My chicks can eat the bread."
"我的小雞可以吃這麵包."

---

30. The Duck was sad. He did not help.
鴨子很不開心. 牠不曾幫助.
He did not get any bread.
牠沒有得到一點兒麵包.

---

31. The Mouse was sad. He did not help.
老鼠很不開心. 牠不曾幫助.
He did not get any bread.
牠沒有得到一點兒麵包.

---

32. The Pig was sad. He did not help.
這隻豬很不開心. 牠不曾幫助.
He did not get any bread.
牠沒有得到一點兒麵包.

---

33. The Little Red Hen had a good dinner.
紅色小母雞有一頓很好的晚餐.
The four chicks had a good dinner.
四隻小雞有一頓很好的晚餐.

---

34. They made some bread every day.
牠們每天做一些麵包.
They had bread all winter.
牠們整個冬天裏都有麵包.

Note to the bilingual teacher:

The teacher may wish to give some extra consideration to the new vocabulary words which are italicized. They are mostly words not easily visualized through the pictures.

The phrases and sentences that are underlined may be used for oral language practice.

A STUDY TRIP FOR THE MOON FESTIVAL

I. DESTINATIONS

A. Walk to Chinatown

1. to Eastern Bakery, 824 Grant Avenue

2. to Fong Fong Bakery, 720 Grant Avenue

B. This is the culminating unit to the studies and trips to the Chinese and American bakeries.

C. During the days prior to the Moon Festival, the Chinese bakeries will be very busy with preparations for the holiday. They may not be receptive to visits into their kitchens by children. However, since Eastern Bakery's kitchen is situated on Commercial Street (just around the corner from the bakery,) it is possible for the children to pass by the kitchen's opened doors and look in from the outside and observe the making of moon cakes.

D. Ginn Wall, the hardware store on 1016 Grant Avenue has on display some moon cake molds and other Chinese utensils. This may be of interest to the children.

II. OBJECTIVES

A. General

1. To help children in a racially integrated class to learn and to appreciate each other's cultures through many shared, bicultural experiences.

2. To help children develop the ability to work together as members of school, home and community.

B. Specific

1. To provide children with first hand experiences and background in learning about a very important Chinese festival - the Moon Festival.

2. To familiarize children with the story or stories about the Moon Festival.

3. To help children learn and appreciate some of the customs and culture of the Chinese people.

4. To help children realize the important role and contribution of the bakeries in the celebration of this festival.

5. To observe moon cakes being made.

6. To observe the ingredients, utensils and process used in making moon cakes.

7. To purchase and to taste the moon cakes.

8. To provide for and stimulate individual creative interest and growth.

9. To help children expand their Chinese and English oral language facilities through actual usage and experiences.

III. PREPLANNING

It is recommended that the teachers become familiar with the background and story of the Moon Festival.

A. A booklet on this subject is available in the Chinese Bilingual office, dated October 1971.*

B. A children's book, The Moon Festival Is Here.* written in Chinese and English by Mr. Gordon Low, dated September 1971, is also available in the Chinese Bilingual office.

C. Included in this unit of study is the story of the Moon Festival,* rewritten by May Chun and translated by Linda Wong for use with young children.

IV. SUGGESTED CLASSROOM ACTIVITIES

A. Preliminary activities.

1. Bring into classroom pictures and statues of the Moon Goddess. Most of the moon cake boxes will have pictures of her.

2. Have on hand some samples of moon cakes.

3. Ask some of the children if they know who the Moon Goddess is. Have them tell you what they know about her.

4. Tell the story and the origin of the Moon Festival.

*Note: Reference section of this unit of study.

5. After the story, have the children tell how some of their families celebrate the Moon Festival. Find out how it is celebrated in Hong Kong, in San Francisco, etc. (Some families will set up a worship area for the Moon Goddess. Many families will gather together for a dinner to commemorate her.)

6. Show the children the different types of moon cakes. Cut the cakes into small pieces. Study the inside of the cakes. Teach the Chinese and American names of the Moon cakes.

7. If possible, have on display some of the ingredients used in making moon cakes: Dow Sah (red beans), Leen Yung (lotus seeds), Doan Yung (melon), Hom Dahn (salted duck eggs), etc.

8. Talk about the process of making these moon cakes. Ask children if moon cakes are normally made by mothers at home. If not, why not.

9. On another day, read and discuss the booklet by Gordon Lew, The Moon Festival Is Here.

10. Begin a class book with illustrations and stories about the Moon Festival.

11. Dramatic Play.

    a. Discuss the characters and sequence of the Moon Festival story.

    b. Write a simple script (by small groups of children or with the entire class.)

    c. Or plan to have children dramatize play spontaneously.

    d. Some ways of dramatizing:

        (1) Shadow play
        (2) Pantomine
        (3) Tableau
        (4) Puppet (stick, thumb, marionette, etc.)
        (5) Movie (pictures illustrated by children, narration by individual or groups of children, or using tape recorder as a medium of presentation).
        (6) Maska - role playing.

12. Music: Learn Chinese and English songs about the moon.

B. Planning for the walk

1. Talk about the bakeries the class will be visiting.

2. Study the class Chinatown map and locate the bakeries on the map.

3. Review safety rules and behavior.

4. Review with children the Chinese names for the moon cakes.

5. Practice Chinese and English oral language structures and vocabulary related to subject.*

C. Walk to the bakeries

1. At the bakeries, have children observe how moon cakes are made, packaged and sold.

2. Have children select moon cakes they want to purchase Have one of the children ask the price of the moon cakes in Chinese or English.

3. If there is time, walk over to Ginn Wall Hardware Company to look at the moon cake molds.

4. Bring moon cakes back to classroom. Cut them into small pieces, distribute to children for eating.

5. Have children describe appearance, taste, texture, etc. of moon cakes. Record responses on chart, board or tape recorder. Ask if moon cakes are comparable to any other American type pastry.

D. Follow-up activities

1. Language and creative writing

a. Write about the walk.

b. Read stories and poems about the moon.*

c. Make research and collect stories written about the moon from other countries.

d. Make up own stories and poems about the moon: moon monsters, moon people, moon food, moon adventures, moon flowers, etc.

e. Make some riddles about the moon.

*Note: Reference section of this unit of study.

2. Science

   a. Learn about the moon's relationship to the earth.

   b. Learn what American's space travel to the moon has taught us about it.

3. Math (geometry)

   a. Talk about the shape of the moon (round.)

   b. Have children find other things in nature and around them that are round.

4. Art

   a. Using the shape of the moon as a guide (round) have children make various designs or patterns with color circle cutouts (paper) or with stencils that have circles of different sizes.

   b. Make sponge prints with sponges that have circles cut out of them in different sizes.

   c. Make a TV show on the Moon Festival story by drawing, painting or collage.

   d. Make funny "Moon Faces" by using color construction paper, cutting, and pasting.

5. Games

   Teach circle games such as "Circle Tag" or "Dodge Ball."

E. Culminating activity: Present a play of the Moon Festival to parents or to other classes.

REFERENCE SECTION

REFERENCE

ORAL LANGUAGE LESSON PLAN (MOON FESTIVAL)

This material was written originally for foreign born (Chinese) first grade children. With the inegration of the Chinese bilingual classes, these materials will need revisions.

It is recommended that the teacher select and modify the oral language structures and patterns as well as substitute the vocabulary accordingly, to the particular needs of her LSL (English as a Second Languggc) children and her CSL (Chinese as a Second Language) children.

In the case of the CSL children, the materials will have to be translated for their use.

This lesson plan will serve only as a guide for implementing the oral language activities.

Have this story on the board:

The Moon Festival is coming.
We are going to the bakery.
We are going to see some moon cakes.
We are going to buy some moon cakes.

Read the sentences for the children. Underline the key words. Give only a brief explanation. Save the discussion for the Social Studies period.

Use the hand puppets to introduce this conversation:

A. Where are we going?

B. We are going to the bakery.

A. What for?

B. We want to buy some moon cakes.

A. Are we going to Fong-Fong?

B. Yes, we are.

Translate the conversation in Cantonese, if necessary. Repeat it in English again.

Divide the class into two groups.

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Let Group I take part A (Betty puppet)
Let Group II take part B (Tommy puppet)

The two groups are to repeat after the teacher only at this time.

Later, reverse the parts for the two groups.

Have the class repeat the responses after you:

Where are we going?

We are going for a walk. (Class repeats)

We are going to the bakery. (Class repeats)

We are going to Fong-Feng. (Class repeats)

Use the picture flashcards if you have them.

Do this several times over until the children are producing with a good intonation. Watch the junctures.

Ask some smaller groups:

Where are we going?

Elicit one of these responses;

We're going to the bakery.

We're going to Fong-Fong.

We're going for a walk.

Some questions to ask and answer:

Do you see the moon cake?

Do you want to buy some moon cakes?

How many do you want?

How much does it cost?

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REFERENCE

BIBIOGRAPHY (MOON)

NON-FICTION

1) Branley, Franklyn M., The Moon: Earth's Natural Satellite.

2) Branley, Franklyn M., The Moon Seems to Change. (a simple picture book)

3) Gallant, Roy, Exploring the Moon.

FICTION, POEMS, FOLKLORE, ETC.

1) Belting, Natalia Maree, Calendar Moon. (poems)

2) Belting, Natalia Maree, The Moon Is A Crystal Ball (stories about moon, stars, and sun, from many countries)

3) L'Engle, Madeline, The Moon by Night.

4) Norton, Andre, Moon of Three Rings.

5) Slobodkin, Louis, Moon Blossom and the Golden Penney.

6) Tagore, Sir Rabindranath, Moon, For What Do You Wait? (story about a girl with a name Moon)

7) Todd, Ruthven, Space Cat.

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GAMES:

CIRCLE TAG (OUTDOORS)

You will need: At least 8 players
15 minutes playing time

One player is chosen to be "it" and another to be the runner. The others form a large circle. At the signal, "it" starts chase the runner around the circle, always running to the right. The runner can always escape "it" by taking a place in the circle. When he does this, the child on his right becomes the runner. Any runner who is tagged becomes "it" and the first chaser steps into the circle; the player on his right becomes the next runner.

****

DODGE BALL (OUTDOORS)

You will need: At least 10 players
About 20 minutes' playing time
A large rubber ball

The players are divided into two teams with one team forming a large circle around the other.

The players in the circle have a large ball with which they try to hit one of the center players below the knee. The players in the center may jump, run, bend or do anything they please to avoid being hit. A player hit by the ball is eliminated from the game.

When all have dropped out, the teams change places and the game starts again.

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THE STORY OF THE MOON FESTIVAL

Many, many years ago, there was a powerful king. He was a bad king.

This king loved a beautiful girl. He wanted to marry her.

The king heard about a magic medicine. It could keep him young forever. The king wanted to stay young forever. He sent many people to look for the magic medicine-that-would-keep-him-young.

The king sent three hundred people in a large boat and told them to sail far out into the sea.

He said, "Do not come back until you have found the magic medicine-that-would-keep-me young."

Someone did find the magic medicine-that-would-keep-one young. However, the beautiful girl who married the king knew that he was not a good king. She did not want him to live forever. So, she stole the magic medicine-that-would-keep-one-young and she swallowed it herself.

As soon as she took the medicine , the beautiful girl went straight up into heaven. She lives up on the moon until this every day.

The people were very happy that the beautiful girl was able to save ~~time~~ them from the bad king. So every year, on the 15th day of the eighth month, the people remember her with the Moon Festival celebration.

Retold by M. Chun

Translated by L. Wong

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嫦娥的故事

從前有一個殘暴的王帝，他有一個美麗的王后，名叫嫦娥。

一天，王帝聽到有一種長生不死藥，食了可令他長生不老，所以他派了許多人去找尋這種藥。

他派了幾百人乘船去很遠的地方找尋，並吩咐那些兵士說：「如果你們找不到那些長生不死藥，則不准回來！」經過一段艱苦的旅程，士兵們果然替王帝找到了那種長生不死藥。

嫦娥知道了這事，很是憂心，她知道王帝是一個很壞的人，如果他吃了長生不死藥，他不是永遠都可以虐待他的人民？所以爲了救民，她靜靜地把王帝的長生不死藥偷了來吃！

當嫦娥吃了長生不死藥後，竟飄飄然飛了上天，後來遷住在月亮裡。

由於嫦娥偷了王帝的長生不死藥來吃，使人民不會有個長生不死的王帝，所以人民很感激她。每年八月十五那天，人們望着月亮便會想起這個美麗的王后來。

STUDY UNIT ON THANKSGIVING

I. Destinations: None

(If the teacher chooses, she may consider having a cultural exchange with children from other schools. This has been done successfully in the past with children from other school districts whereby the hosts would plan and prepare a Thanksgiving dinner and program for our children. Our children, at a later date, would reciprocate with a Chinese New Year program and luncheon for them.)

II. Objectives

A. General

1. To help children in a racially integrated class to learn and to appreciate each other's cultures through many shared, bicultural experiences.

2. To help children develop the ability to work together a s members of school, home and community.

B. Specific

1. To coordinate the studies of the Chinese and American fruits and vegetables units with the Thanksgiving celebration.

2. To develop interest in and understanding of the historical background and meaning of Thanksgiving.

3. To provide knowledge and appreciation for Thanksgiving as a symbol of our country's struggle for freedom.

4. To develop an understanding and appreciation of the Indians and their dealings with the Pilgrims.

5. To develop an interest and appreciation for the Indian culture and folklore through storytelling and poetry.

6. To participate in arts and crafts activities that reflect the culture and life style of the Indians and Pilgrims.

7. To provide many meaningful experiences and activities related to the celebration of Thanksgiving.

8. To help children realize the uniqueness of Thanksgiving as a truly American holiday.

9. To provide dramatic experiences in the recreation of the story of the First Thanksgiving.

10. To involve children (older) in the planning, shopping, preparing and cooking of a class Thanksgiving dinner. (This could be real or make-believe.)

11. Or to involve children (younger) in learning activities related to planning, shopping, preparing and cooking of a Thanksgiving dinner. (Again, this could be real or make-believe.) If a real Thanksgiving dinner is planned, parents' help would be needed in the overall planning and preparation of some of the food, as the tasks of cooking a real dinner would be too difficult for the younger children.

12. To study and compare the types of cooking utensils and ways of cooking during the days of the Pilgrims with the utensils and ways of cooking today.

13. To practice table setting and good table manners.

14. To expand children's Chinese and English oral language facilities and new vocabulary through related experiences.

15. To provide for and stimulate individual creative interest and growth.

III. Some Suggested Activities

A. Begin unit with pictures, books or stories of the American Indians. Talk about their dress and lifestyle during the Pilgrim times.

B. Decorate bulletin boards with different Indian pictures.

C. Bring in Indian handiwork or artifacts.

D. Set up a center with pictures and books about the Pilgrims. Read a story about the Pilgrims. Discuss their manner of dress, their reasons for coming to America, their hardships, etc.

E. Talk about the treatment of the Pilgrims by the Indians. In what ways were the Indians helpful to the Pilgrims. Discuss the foods that they taught the Pilgrims to grow, hunt for, and cook. (Maize, beans, potatoes, sweet potatoes, etc.)
For instance, it was the American Indians who taught the Pilgrims the joys of the clambake and barbeque.

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F. Discuss the ways in which the Pilgrims expressed their appreciation to the Indians (and to God.)

G. Have children go to the library and bring back stories and books for the class library center about the Indians and Pilgrims.

H. On the wall map of the world, "trace" the travel route of the Mayflower.

I. Show filmstrips or movies about Thanksgiving.*

J. Language

1. Write cooperative or individual stories about the first Thanksgiving.

2. Write other stories, vary the approaches with: "I'm White Cloud from the tribe of ....." "I'm John Whiteford. It was a cold, dreary morning when we sighted land ....."

K. Art:

1. Make a sand scene of the Indians and Pilgrims.

2. Color and make Pilgrim and Indian paper dolls or puppets to be used for dramatic play.

3. Make model tents, log cabins, tepees, etc. with paper, boxes, clay.

4. Make turkeys with pine cones, construction paper, color tissue paper, egg cartons, etc.

5. Plan and execute a class mural of the Mayflower and the landing at Plymouth Rock. Make the figures three-dimensional with color construction paper.

6. Make freehand paintings or drawings of the Mayflower, pilgrims, Indians, etc.

7. Make Indian drums of round cereal boxes. Cover with brown paper and decorate.

8. Teach basketweaving or jewelry with beads, shells, or some other Indian craft.*

9. Teach simple weaving, stitchery or other types of Pilgrim handiwork.

*Note: Rference section of this unit of study

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10. Arrange an exhibit of handwork done in school. Display Indian outfits, jewelry, beans, novelty, dolls, etc.

11. Make Pilgrim hats, collars.*

12. Make Indian headdresses.*

13. Make a large Indian tepee (tent) or log cabin with butcher paper; decorate and use for dramatic play.

14. Use shoe boxes and color construction paper, pipe cleaners dioramas of different Thanksgiving scenes.

L. Make a picture book of Thanksgiving foods, menus (from magazines.)

M. Compile a collection of mothers' favorite recipes for Thanksgiving. Paste into a class recipe book or type and duplicate into individual recipe books. Use as gifts for mothers or friends.

N. Music: Teach songs of Thanksgiving (school texts), singing games (10 Little Indians, How Do You Do, My Pardner? etc.) and songs by Indians.*

O. Practice Chinese and English oral language structures, patterns and vocabulary related to subject.*

P. Games:

1. Make Thanksgiving puzzles.*

2. "Thanksgiving Feel It, Guess It" game.*

3. "Indian Race"*

4. "Rubber Rings Over Turkey"*

Q. Science: Plant corn the Indian way.

R. Make a pumpkin pie.

S. Dramatic play --idea for implementing:

1. Puppets, flannel board, role playing, shadow play, tableau.
2. Using tape recorder, overhead projector and transparencies.

*Note: Reference section of this unit of study.

3. Planning a "TV" or "movie" with pictures illustrated by children.
4. Dramatize landing of the pilgrims at Plymouth Rock. (Involve participation by other classes.)
5. Dramatize how the Indians helped the Pilgrims.

T. Culminating activity: plan a class Thanksgiving dinner (real or make-believe).

Suggested menu:
Turkey (with or without stuffing)
Sweet potatoes
Fresh raw vegetables
Pumpkin pies
Cranberry Relish
Corn bread
Punch

REFERENCE SECTION

REFERENCE

ORAL LANGUAGE LESSON PLAN (PRE-THANKSGIVING)

This material was written originally for foreign born (Chinese) first grade children. With the integration of the Chinese bilingual classes, these materials will need revisions.

It is recommended that the teacher select and modify the oral language structures and patterns as well as substitute the vocabulary accordingly, to the particular needs of her ESL (English as a Second Language) children and her CSL (Chinese as a Second Language) children.

In the case of the CSL children, the materials will have to be translated for their use.

This lesson plan will serve only as a guide for implementing the oral language activities.

Recall study trips we have already made.

Use the "places" flashcards:

Where did we go last month? We went to the bakery.
We went to the park.
We went to Farmer's Market.

Recall this conversation:

Where did you go yesterday?
I went to the bookstore.
What for?
I wanted to get a notebook.
Did you go to Tom's Bookstore?
Yes, I did.

Use the "places" flashcards again and let the children make substitutions:

Where did you go? I went to the bookstore.
office.
cafeteria.
library, etc.

Make sure the children understand the reason for using "went" in place of "am going" or "are going". Stop and explain or translate if necessary.

Present the future tense:

Where are we going to go tomorrow? We're going to go to _____.

What are we going to do? We're going to see a new school.
We're going to make some new friends.

Ask the questions again. Let the children repeat the responses. Do it several times for reinforcement.

Have them hear you say: We're going to go _____.
We're going to see _____.
We're going to make _____.

Then have them repeat the complete sentences after you again.

Use pictures or book illustrations:

This is a turkey dinner.
They are going to eat turkey.

Have the children repeat the sentences after you. Then ask:

What's this? What are they going to do?

Elicit short form responses:

Are you going to eat turkey? Yes, I am./No, I'm not.

Use the table setting and teach the names of the utensils. Have children listen first:

It's a cup.
It's a saucer.
It's a glass.
It's a napkin.
It's a plate.
It's a soup spoon, etc.

Then have the children repeat the names after you.

Have a pronunciation check. Call on small groups and individuals.

Demonstrate as you go on with this next part:

I'm using my knife.
I'm using my fork.
I'm using my napkin, etc.

Have children repeat the sentences after you.

Practice on good table manners:

May I have some bread?
May I have some butter?
May I have some cranberry sauce?

Thank you.

REFERENCE

FILMS AND FILMSTRIPS

(Thanksgiving)

The following are audio-visual materials that can be ordered from the San Francisco Unified School District's A-V Department.

FILMS:

1) PLYMOUTH COLONY: THE FIRST YEAR — Q974.48 - MSL

Sound film. 16 minutes. Color. EL JH SH

2) STORY OF THE PILGRIMS — Q974.4 - MSL A-B

Sound film. 2 parts each. 14 minutes. Color EL JH

FILMSTRIPS:

1) THANKSGIVING* — 394-FS3

Filmstrip. 30 frames. Color EL JH

2) STORY OF THANKSGIVING

Filmstrip. 32 frames. Color P EL

3) THANKSGIVING DAY

Filmstrip 47 frames. Color EL

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* A teacher's guide has been written in Chinese and English to go with this filmstrip. Included in this unit of study will be one of these guides.

THANKSGIVING

(filmstrip)
394 FS-3 #8

(The bilingual teacher may wish to translate the underlined words or phrases. The capitalized words and phrases may be used for language practice.)

The PILGRIMS lived in England.

They wanted to be free to worship.

They came to America in December, 1620.

They came in a ship called the MAYFLOWER.

It was a long, hard trip.

They were thankful when they landed.

It was winter.

They hurried to build homes.

They were cold. They had little food.

Many Pilgrims died.

Then some friendly Indians came.

The FRIENDLY INDIANS came to help.

The Indians taught them how to plant corn.

They taught them how to catch wild TURKEYS.

The Pilgrims worked hard all year.

In the fall, they had a good HARVEST.

Now, the Pilgrims had good homes and fields.

They wanted to thank the Indians.
They wanted to have a FEAST for them.

The men hunted for games.

The women cooked food.

The friendly Indians came.

They all joined in the feast.

The pilgrims went to church and give thanks to God.

This was the first Thanksgiving.
They all had a good time.

Now, we still have a THANKSGIVING DAY.
The farmers are thankful for their good harvest.
We can be thankful for all the good food.

CUT HERE AND STOP.

Also recommended: The Story of Thanksgiving. 394 FS 13 #3

REFERENCE

BIBLIOGRAPHY (THANKSGIVING)

(These books are found in
the public and school libraries)

INDIANS:

1) Glass, Paul. Songs and Stories of the North American Indian.

2) Hofmann, Charles. American Indians Sing. (record included)

3) Hofsinde, Robert. Indian Beadwork.

4) Hofsinde, Robert. Indian Fishing and Camping.

5) Hunt, Walter Bernard. Indian and Camp Handicrafts.

6) Mason, Bernard Sterling. The Book of Indian Crafts and Indian Lore.

7) Raskin, Joseph. Indian Tales.

8) Salomon, Julian Harris. The Books of Indian Crafts and Indian Lore.

9) Showers, Paul. Indian Festivals.

PILGRIMS:

1) Dalgliesh, Alice. The Thanksgiving Story.

2) Hall-Quest, Olga (Wilbourne) How the Pilgrims Came to Plymouth.

3) Hays, Wilma Pitchford. Pilgrim Thanksgiving.

4) Pine, Tillie S. The Pilgrims Knew.

5) Sechrist, Elizabeth Hough. It's Time for Thanksgiving.

6) Weisgard, Leonard. The Pilgrim Thanksgiving.

OTHER:

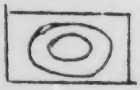
1) Janice. Little Bear's Thanksgiving.

ART

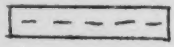
I. Craft project - Pilgrim hat

A. Boys' hats

1. Supplies
   a. Draw circle on black paper
      12" outer diameter
      9-1/2" inner

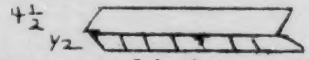


   b. Strip of black paper 6 x 18" with a line drawn 1-1/2" from edge the long way



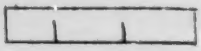
2. Method
   a. Boys first out circles so they have this left.

   b. Then they fold along line and cut up to fold every inch.

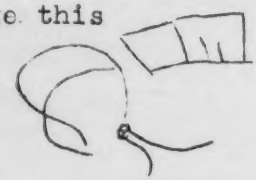


   Make large cyclinder and insert into brim; paste along tabls.
   Make hat band with 2" strip of brown crepe paper.

B. Girls's hats
1. Supplies
   a. Strip of white paper 5" x 15"
   b. 2 strips of colored crepe paper.



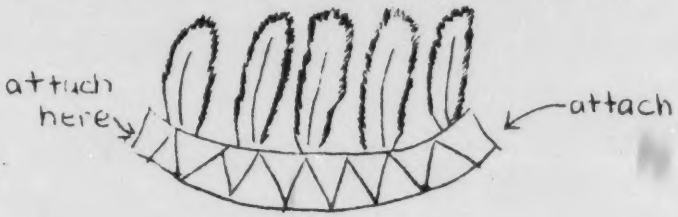
2. Method
   a. Cut 2-5" slits in strip
   b. Overlap the strip so it looks like this staped together.
   c. Attach ties at corners of bottom.



II. Project - Indian headdresses or headbands

A. Supplies
1. Tagboard strips, 2-1/2" wide, about 25" long.
2. Color construction paper.
3. Scissors and paste.
4. Crayons, color felt tip pens.

B. Method
1. Have children color in own designs or patterns on tagboard strips.
2. Cut some "feathers" from color construction paper.
3. Paste feathers on the back of the tagboard strips.
4. When dried, staple headbands to fit.



GAMES

"Thanksgiving Turkey Puzzles"

Small paper Thanksgiving turkeys may be purchased at any variety store. (Or you could trace a turkey on a ditto master and duplicate it on tagboard paper. Have children color in the turkey.) Cut each into four or five irregular pieces and place the pieces in an envelope. Address one envelope to each of the children in the class. Gather the children around a table with small chairs. Give each child his envelope and have each fit his turkey together. Paste and construction paper may be given the children, and they will enjoy pasting their turkeys on the paper.

"Thanksgiving Feel It and Guess It"

Have several objects related to Thanksgiving -- cardboard turkeys, small pumpkins, apples, oranges, nuts, etc. Intersperse these with other objects -- carrots, potatoes, a key, a cup, a toy automobile or airplane, a pencil, a box, clothes pins, a spoon, etc.

In turn each child is blindfolded, handed an object, and asked to guess what it is by feeling it. He is given three different objects to guess while blindfolded. If he guesses all three, he joins a group called Three. If two, the group called Two, and if only one, the group called One. When all the children have had a turn, let the children in Group Three try again. Have plenty of objects and have them hidden so the children will not see them before their turn to guess.

"Indian Race"

Divide the children into two lines. The first child in each line is an Indian Chief. He crosses the room in Indian fashion, putting one foot directly in front of the other so that the heel of one foot touches the toe of the foot behind. The Indian chief of each side returns to his line, tags the second child in line, and takes his place at the end of the line. The second child in each line proceeds to cross the room in the same Indian way. The object is to see which line wins, each child in line taking his turn at the Indian race.

"Rubber Rings Over Turkey"

Have a turkey painted or outlined on a large board. Drive 5 or 6 nails into the board at various parts of the turkey and have each nail labeled with a number. Give each child the same number of jar rings. Standing about 10 feet from the turkey, the children take turns in trying to throw the rings over the nails. Their score counts up according to the numbers on nails over which they throw their rings. (Great for Math - addition.)

Part I

Walking Trip to a Chinese Restaurant

I. DESTINATION:

Sun Hung Heong Restaurant, 744 Washington Street.

II. OBJECTIVES

A. General

1. To help children in a racially integrated class to learn and to appreciate each other's cultures through many shared, bicultural experiences.

2. To help children develop the ability to work together as members of school, home and community.

B. Specific

1. To help children become aware of another important and thriving business in Chinatown.

2. To relate previous learning activities about fruits and vegetables to the Chinese culinary arts.

3. To acquire new insights on the art and skills of cooking in Chinese restaurants. (Thus providing the basis for comparison with an American Restaurant during a subsequent visit.)

4. To expose children to different types of Chinese foods and delicacies.

5. To extend children's knowledge of known Chinese vegetables, condiments, and cooking utensils through books, pictures and observation.

6. To show children that there are many types of Chinese restaurants in Chinatown:

a. The ones that serve only Chinese foods (Sun Hung Heong, 744 Washington Street, Tao Tao, 674 Jackson Street).

b. The Chinese-American Restaurants that serve both Chinese and American foods (Ping Yuen Restauran 1066 Grant Ave., and Joe Jung, 881 Clay Street.)

c. Chinese-American restaurants that serve only American foods (Sun Wah Kue Restaurant, 848 Washington Street).

d. The Chinese restaurants that specialize in "deem sum" or Chinese pastries. (Hang Ah Tea Room, 1 Hang Ah Place, Tung Fong Restaurant, 808 Pacific Avenue).

e. There are also the American type of food stands (Orange Julius of Chinatown, 848 Grant Avenue, Frostie's on Stockton Street between Clay and Washington Streets).

7. To provide more experiences in money concepts by the actual use or by dramatic play with the use of money.

8. To develop an interest and appreciation of the Chinese restaurant as one facet of the multi-cultural diversity of San Francisco.

9. To provide for and to stimulate individual creative interest and growth.

10. To expand children's Chinese and English oral language facilities and new vocabulary through related experiences of subject.

11. For older children: to help children understand that Chinese cooking really varies from region to region in China. This has been true of the pre-revolutionary China.

There are mainly four types of Chinese cooking:

a. Eastern or Coastal (Fukien, regions of Shanghai)
b. Western or Szechwan, Yunnan
c. Northern or Honan, Shantung and vicinity of Peking
d. Southern or Kwantung (Canton)

The restauvants in Chinatown are largely of Southern (Cantonese) types.

III. PREPLANNING:

Arrangements for a visit to the kitchen of a restaurant should be made a few weeks ahead. In the past, a visit to Sun Hung Heong Restaurant's kitchen was made possible because of Title VII's personal contact with one of the owners. Perhaps the teacher may be able to make a similar arrangement by contacting other restaurants.

Schedule the visit during a "slack" hour. It might be possible for the class to visit the dining area too. If the teacher wishes and if it could be arranged, she may want to plan walking trips to see some of the other types of restaurants.

IV. SUGGESTED CLASSROOM ACTIVITIES

A. Preliminary Activities

1. Begin unit by bringing in some samples or pictures of some Chinese utensils. Teach or review with children some of the basic Chinese utensils they have seen or have used with the previous units of studies.

2. Teach or review the English and Chinese names for the following utensils:

a. The wok - a basic Chinese cooking utensil used as a pot, pan, steamer, frying pan, deep fat fryer or double boiler.

b. The steamer - (Jing Loong)

c. The cleaver - (Doh) a heavy, broad and reactangular knife. It is used for cutting, slicing, chopping and mincing all kinds of meats and vegetables.

d. The chopping block - (Jom Bahn) a round, heavy and thick wood block for cutting, slicing, chopping and mincing.

e. The chopsticks - (Fi Gee) used for eating, stirring, mixing and whipping food. They are made of different materials: wood, ivory and plastic.

f. Soup spoon - (Tze Gung) a oval-like spoon with a grooved handle. It matches rice bowl in design.

g. Rice bowl - (Fahn Woon) a basic dish for eating.

h. Tea cup - (Cha Buoy) a small, handle-less cup used for sipping tea.

3. Show pictures and books of different types of Chinese foods. Talk about these foods. See if children can recognize some of the vegetables they had studied about in their Chinese vegetable social study unit.

4. Also show some pictures of families dining out in a Chinese restaurant. Have children share their own experiences of dining in a Chinese restaurant.

5. Talk about the foods they would normally eat in a Chinese restaurant.

6. Have children tell about the special foods they would eat at banquets or on special occasions. Show some pictures of these special foods.

7. Set up a display table on some of the basic ingredients or condiments and sauces used in Chinese cooking. Study some of these items together.

8. Arrange for a demonstration lesson on Chinese cooking. Perhaps one of the Chinese parents would volunteer to do this demonstration.

9. Practice Chinese and English oral language structures, patterns and vocabulary related to subject.*

10. Have children collect some menus from Chinese restaurants. Study the special dishes and prices.

B. The walk to the Chinese restaurant

1. Identify the restaurant or restaurants to be visited.

2. Locate them on the Chinatown map.

3. Discuss safety rules and behavior.

*Note: Reference section of this unit of study.

4. Talk about the things children are to observe:

   a. The general set-up of a Chinese restaurant, the kitchen, the type of equipment, etc.

   b. The roles and duties of the cook, kitchen help, dish washer, maitre de, cashier, waiter, bus boy, etc.

5. Take the walk to the restaurant.

6. Look at some of the menus posted outside of the restaurants. Have children study the types of foods they serve, the cost of these foods, etc.

C. Follow-up activities

1. Language and art

   a. Have children choose and illustrate a worker in the Chinese restaurant. They are to write one or two short sentences describing his particular job.

   b. Make a cardboard model of a restaurant and the different areas of the restaurant: kitchen, dining room, banquet hall, cocktail lounge, etc.

   c. Begin a booklet of Chinese cooking utensils. Children can draw their own pictures or the teacher can draw and duplicate the pictures and have children fill in with color.

2. Talk about what children have seen and observed on their walk. Duscuss what they think are some of the methods of Chinese cooking. Add to this list:

   a. Casserole steaming (dun)
   b. Deep frying (jow)
   c. Poaching (jum)
   d. Steaming (jing)
   e. Smother cooking (munn)
   f. "Red cooking" (hoong siew)
   g. Quick cooking (gwun)
   h. Boiling (bo)
   i. Light frying (jeen)
   j. Barbeque (siew)
   k. Toss cooking (chow)

   Show some pictures of Chinese dishes prepared in these different ways. (Use pictures from Chinese cookbooks.)

3. Compile some favorite Chinese recipes. Have parents contribute to collection. Put into a class Chinese cookbook.

4. Dramatic play: Dramatize eating in a Chinese restaurant. Dramatize ordering, dining, eating, paying, etc. Use Chinese or English for portrayal.

5. Games:

   a. "Grandma's Kitchen"*
   b. "Pick-Up Race"*

6. Math - using the sample menus for reference:

   a. Have children make up their own math story problems using the price of the items on the menus as guide.

   b. Put on the board a list of foods and the prices of the foods a person has ordered for lunch or dinner. Have children figure out the total cost of the meal, not including tax and tip. For older children, include the cost of meal, tax and tip.

7. Health:

   Show pictures of a "typical" Chinese meal and a "typical" American meal. Have children fill in words on a chart the foods that should be identified with each meal.

Chinese Meal	American Meal
1. meat:_____	1. meat:_____
2. vegetable:_____	2. vegetable:_____
3. starch:_____	3. starch:_____
4. milk product___	4. milk product_____
5. beverage_____	5. beverage_____
6. dessert_____	6. dessert_____

Children may discover that milk products are not typical of a Chinese daily diet. Have children find out the reason this is so. Also dessert is not included in the daily Chinese meals.

Have the children analyze the meals -- do they think that both are nutritionally balanced? If not, are there other ways of compensating for this imbalance? (i.e. Chinese substitute protein of cow's milk with soybean products since milk is not always available).

D. Culminating Activity: make a class mural on a Chinese restaurant or one of Chinatown and its different restaurants.

REFERENCE

ORAL LANGUAGE PRACTICE (REVIEW) - CHINESE RESTAURANT

(a) What is it? — It's a winter melon. / long bean. / taro. / bean cake, etc.

(b) Is this a _____? — Yes, it is./No, it isn't.

(c) Do you see a _____? — Yes, I do./No, I don't.

(d)

What do you want?	I want a _____.
see?	I see a _____.
like?	I like a _____.
have?	I have a _____.
need?	I need a _____.

(e) See the man chop the vegetables.
See the man clean the chicken.
See the man cook the soup.

(f) Did you see the wok? / pots? / steam table? / chopping block? — Yes, I did./ No, I didn't.

(g) Where are we going? — We are going to _____.
Where did we go? — We went to _____.

(h) Conversation:

A. Where are we going to go?

B. We are going to go to a restaurant.

A. What are we going to see?

B. We are going to see some Chinese cooking.

REFERENCE

GAMES

"Grandma's Kitchen"

This game can be substituted with the names of Chinese utensils: wok, cleaver (doh), chopsticks (fi gee), etc. It will be an excellent review for Chinese utensils. Have children use Chinese or English for the substitutions.

Number of players: 10 por 20.

Players are seated around the room. The leader goes to each player, in turn, and asks him what he will give for Grandma's kitchen. No two players may give the same thing. Different players may say a pie pan, a mousetrap, a skillet, a refrigerator, a saucer, a cup, a carving knife, etc.

The leader goes around again. This time he asks questions, one of each player. The player must answer only with the thing he has given for Grandma's kitchen. The questions and answers may be something like this: "What did ; you eat for breakfast?" "A pie pan." "What do you like to wear on your head?" "A mousetrap." The answerer must not laugh or smile. If he does, he must pay a forfeit.

"Pickup Race"

Number of players: Two or eight. The game may be played by teams.

Equipment: One pair of chopsticks and two bowls for each player.

These bowls are placed on tables or chairs eight to ten feet apart. Four or five marbles for each player. These marbles are placed in bowls at one side of the room. For inexperienced players substitute marshmallow, popcorn, or nuts for the marbles.

Action: At the signal go, players try to pick up the marbles and carry them to the other bowl. The one who first completes the four or five trips wins.

Rules:
1. The players must pick up the marbles one at a time.
2. Hands are not allowed to touch the marbles.
3. If a player drops a marble, he must pick it up, put it in the original bowl and start again.

Part II

Study Trip to an American Restaurant (Cafeteria)

I. DESTINATIONS:

A. Moars Cafeteria, 33 Powell Street
B. Mannings Cafeteria, 347 Geary Street

II. OBJECTIVES:

A. General

1. To help children in a racially integrated class to learn and to appreciate each other's cultures through many shared, bicultural experiences.

2. To help children develop the ability to work together as members of school, home, and community.

B. Specific

1. To help children become familiar with a business that is not only important to the life style of Chinatown but that of the city of San Francisco.

2. To develop an understanding and appreciation of San Francisco as a city that is rich in its multi-ethnic resources as reflected in its wide variety of restaurants.

3. To help children realize that there are many types of American restaurants and that there are some that are more unique, such as the cafeterias and the drive-in restaurants.

4. To extend children's knowledge of American vegetables, foods, condiments and cooking utensils through books, pictures and observation.

5. To provide children with experiences of seeing and comparing the techniques in preparation, cooking and serving of food in an American restaurant.

6. To develop an awareness that "American" cuisine often reflects upon its locale and the types of foods that are available; for instance, there is New England cooking, Southern cooking, Texas cooking, Soul Food cooking, etc.

7. To develop an interest and appreciation for American cuisine.

8. To help children understand that "American" cuisine

is a composite of cooking styles reflecting the many peoples who migrated to our country.

9. To provide for and stimulate individual creative interest and growth.

10. To expand the children's Chinese and English oral language facility through related experiences and subject.

11. To provide experiences for practice with money concepts.

III. PREPLANNING:

Make arrangements a few weeks ahead to schedule a visit to these restaurants.

IV. SOME SUGGESTED CLASSROOM ACTIVITIES

A. Preliminary activities and questions

1. Bring in some magazine pictures of people dining in restaurnts.

2. Have children describe and interpret pictures. Observe the food on the table, the type of tableware being used, the waiters, etc.

3. Have children relate their own experiences of eating in a restaurant.

4. On the board, list some of the ones they have been to. Identify the ones that are Chinese, Italian, Spanish restaurants, etc.

5. Which ones would the children considered as "American"? Why would they identify certain ones American? Is it because of the type of service or the type of food they serve?

6. Continue discussion about the children's experiences of eating in an American restaurant. How many different types of American restaurants have they eaten in? List some of these different types of restaurants on the board: hamburger places, steak house, drive-in restaurants, cafes, places like Tommy's Joint, Holiday Inn, Denny's, etc.

7. What type of food did they serve in these American restaurants?

8. What kind of foods would one consider American food? (clam chowder, apple pie, corn pudding, barbeque meats, hams, steaks, etc.)

9. Show some pictures of children eating in the school cafeteria. Have children describe their own experiences of eating in the school cafeteria.

10. Ask children if they have ever eaten in restaurants like the school cafeteria? How would they compare the school cafeteria and the restaurant cafeteria?

11. How would they compare a restaurant that serves cafeteria style with one that does not? What are the roles and duties of the personnel in the two types of restaurants?

12. On another day, bring in some pictures of some of the common utensils, tableware and equipment found in some American restaurants. Teach the names of some of these utensils in Chinese or English. Some of them are:

    a. grill
    b. deep fryer
    c. oven/stove
    d. refrigerator
    e. different types of cookware, pots and pans for roasting, baking, etc.
    f. tableware: knives, forks, spoons, china, etc.
    g. fountain

13. Set up a display table to show the ingredients and utensils needed to make an American dessert (i.e. apple pie). Talk about the necessity of a restaurant to be well equipped to prepare a variety of foods.

B. The trip to the American restaurants.

1. Talk about the restaurants children will be visiting.

2. Decide whether to walk or to take a bus to the restaurants.

3. Locate the restaurants on map of San Francisco.

4. Review safety rules and behavior.

5. Practice English and Chinese oral language structures and vocabulary related to subject.*

*NOTE: Reference section of the unit of study on the Chinese Restaurant, Part I. Use that oral language review lesson as a guide, substituting with new vocabulary related to this unit of study.

6. Take the trip to the restaurants (cafeteria).

   a. If the children are able to enter the kitchens, have them observe the different types of utensils, equipment and techniques of cooking used by the kitchen help. Observe the duties and activities of the kitchen personnel. Observe the different types of foods being prepared.

   b. Next, have children go into dining area. Have them observe the general layout of the area, the food counter, the seating, etc.

   c. Have children observe how food is served in a cafeteria. How are foods arranged on the food counter? How does he get his food? Is there a menu? How does he pay? Does he tip? Do they think this manner of food service more efficient than the regular restaurants? Why or why not?

C. Follow-up activities

   1. Language

      a. Write a cooperative story about the trip to the restaurant.

      b. Write individual stories about the different workers.

   2. Foods: On a work table, put out some magazines. Have children cut out pictures of their favorite American dishes and paste on a class chart.

   3. Health: Review what types of food are essential for a balanced diet. Have children make their own sample menus of a nutritionally balanced meal they can order in a restaurant.

   4. Art

      a. Draw pictures of the restaurants the children have visited. Write short sentences describing the scenes.

      b. Draw pictures of some of the utensils found in American restaurants.

      c. Paint pictures portraying the different workers in the cafeteria.

5. Math: Write up a sample menu on the board. List the prices of the different items children would order in the cafeteria. Have them select three or four of these items, write up their own bills and compute the total cost of their "meals". Teacher may help them add on the tax.

6. Compile a book of favorite American recipes. Enlist help from parents and friends.

7. Games:

   a. Grandma's Kitchen*
   b. Spin the Platter*
   c. Apple Race*
   d. Peanut, Potato, Lemon or Orange Race*

D. Culminating activity: Dramatic play on the cafeteria.

1. With the help of the children, plan a class "cafeteria". Set up food counters, dining tables, etc.

2. Some of the children can make up their own props for the food counter(paint pictures of foods, make paper mache dishes of food, drinks, etc.)

3. Children can dramatize the workers and customers in a cafeteria.

*Note: Reference section of this unit of study.

REFERENCE SECTION

GAMES

"Grandma's Kitchen"

Note Reference section of the unit of study on the Chinese Restaurant.

"Spin the Platter"

Each child is given a number. The children form a circle, and one stands in the center of the circle with a plate. He spins the plate, calling a number. The child whose number is called must catch the plate before it ceases spinning. If he fails, he takes his place in the center to be the next spinner.

"Apple Race"

Each child balances an apple on his head and walks quickly to a goal, then turns and walks back. This must be done without touching the apple. If the apple falls, the child is out of the race.

Substitute with other items: metal pie pan, some other kitchen utensils.

"Peanut, Potato, Lemon or Orange Race"

The object named above is pushed along the floor to a goal with a toothpick or a match.

Part I

Study Trip to a Chinese Vegetable Store

I. DESTINATIONS:

A. Fruit stands and Chinese vegetable stores along Stockton Street between Jackson and Pacific Streets.

B. Chinese vegetable stores along Jackson Street, between Powell Street and Grant Avenue.

II. OBJECTIVES

A. General

1. To help children in a racially integrated class to learn and to appreciate each other's cultures through many shared, bicultural experiences.

2. To help children develop the ability to work together as members of school, home and community.

B. Specific

1. To help children become familiar with another important business patronized daily by most of the people in Chinatown and the nearby communities.

2. To help the children recognize, identify (and taste) some of the common Chinese vegetables and fruits. This will be the basis later on for comparison of Chinese and American fruits and vegetables.

3. To involve children in the first hand experiences of Chinese cooking with a common Chinese vegetable.

4. To introduce some of the utensils, basic techniques, and approaches to Chinese cooking and eating.

5. To develop some appreciation for the Chinese culinary arts through seeing, preparing, cooking and eating of some of the Chinese foods.

6. To introduce or develop skills in quantitative measurement and money values by use and application.

7. To provide children with experiences of growing their own Chinese vegetables in the classroom.

8. To help children understand the relationship of the farms to the vegetable stores.

9. To provide for and stimulate individual creative interest and growth.

10. To develop English and Chinese oral language skills and expanded vocabulary through related experiences and activities.

III. PREPLANNING

A. There will be two bicultural trips related to this unit of study: a trip to the Chinese vegetable store(s) and a trip to Farmer's Market (and possibly, an additional trip to a supermarket). These two studies will culminate in the unit of study on an American holiday, Thanksgiving.

B. If a trip to Farmer's Market is planned, make arrangements for a chartered bus at least a month ahead.

C. If another trip to a supermarket is planned, this can be arranged in person or by phone with the store managers a week or so ahead of time.

IV. SUGGESTED CLASSROOM ACTIVITIES

A. Preliminary Activities

1. Display color photographs of Chinese vegetables and fruits.
(The Chinese Bilingual Office has negatives of these vegetables. Some of these pictures may be developed for permanent use in the classroom.)
If photographs are not available, bring in some Chinese cookbooks which have pictures of these vegetables photographed or illustrated.

2. Elicit from children which type of Chinese vegetables or fruits they often eat at home or in a restaurant. List them on a chart or on the board. Talk about the ones they have eaten in America. Which ones they have eaten in Hong Kong or elsewhere.

3. Set up a display table of real Chinese vegetables and fruits. Each day bring in two or three Chinese vegetables or fruits. Have children touch and observe them. Teach them the Chinese and English names for the fruits and vegetables.
Label each new item in Chinese and in English.

4. Talk about some of the fruits and vegetables. Find out from the children how they cook and eat some of these fruits and vegetables at home.

5. Show pictures of the vegetables (and fruits) that have been prepared and cooked in Chinese style.

6. Talk about some American and Chinese vegetables and fruits and the different forms in which the consummer can purchase it from the stores: fresh, canned, pickled, dried, preserved, frozen, candied, etc.

7. Have children bring in samples of these. For example:

Chinese Fruit		American Fruit	
Lychee nut:	fresh canned dried	Strawberries :	fresh frozen canned preserved

Chinese Vegetable		American Vegetable	
Mustard green:	fresh preserved pickled	Corn:	fresh frozen canned

8. Talk about some of the fruits and vegetables they have been studying about. Mention that some of the plants commonly grown now originated in China. Among the fruits are peach, orange and apricot.

9. After many of the Chinese fruits and vegetables have been introduced and the children have had a chance to become familiar with them, plan for the walk to the Chinese vegetable stores and fruit stands.

10. Begin a coloring booklet with duplicated sheets of Chinese vegetables.* Children can add to this booklet with their own illustrations of other vegetables and fruits.

*Note: Reference section of this unit of study.

B. The walk to the Chinese vegetable stores.

1. Locate the stores and streets on the map of Chinatown.

2. Review safety rules and behavior.

3. Discuss with children the things they will be observing.

4. Review with children the Chinese and English names for the different Chinese fruits and vegetables.

5. Practice Chinese and English oral language structures and vocabulary related to subject.*

6. Take the walk.

a. Have children observe the physical set-up of the various stores.

b. Have them identify and name the different fruits and vegetables in Chinese and English.

c. Note how fruits and vegetables are sold: by pounds, by bunches, by dozens, etc.

d. Note the cost of the different items.

e. Observe the interaction of the clerks and consummers.

f. The children will pass by some Chinese delicatessens. Have them look at some of the precooked foods. Point out the fruits or vegetables that were used to prepare these dishes.

C. Follow-up Activities

1. Language and creative writing.

a. Recall the trip by having children write about what they saw.

b. Set up a Chinese vegetable store for dramatic play. Have children write advertising slogans and signs in Chinese and in English.

*Note: Reference section of this unit of study.

2. Dramatic play: Act out the roles of the buyers and sellers in a Chinese vegetable store, in Chinese or in English.

3. Map study: On a large map of California, locate the areas where many of our Chinese fruits and vegetables come from. Have children draw pictures of these fruits and vegetables and pin them on the map to show where they are grown.

4. Art

   a. Make a mural or frieze of a Chinese vegetable store or fruit stand.

   b. Make a mural showing how Chinese vegetables and fruits go from the farm-to-store-to-the table.

   c. Clay modeling of fruits and vegetables.

   d. Finger painting of fruits and vegetables.

   e. Paper mache fruits and vegetables.

   f. Make Chinese vegetable and fruit printing.

   g. Make Chinese fruit and vegetable transparency (window).*

5. Music: Teach a Chinese dance about farming or planting.

6. Science: Plant a Chinese vegetable garden. Many seeds are available in the Chinatown produce or grocery stores. Parsley, chives, snow peas, bean sprouts are easy to grow.

7. Games:

   a. "Frying Vegetables" * - a Chinese version of Fruit Basket.

   b. "Potato Race" *

   c. "Select Fruit" *

   d. "Fruit Sale" *

   e. Make lotto games with pictures of Chinese fruits and vegetables. Pictures could be copies from cook books, etc.

*Note: Reference section of this unit of study.

D. Culminating Activities

1. Plan a class project for cooking with and eating Chinese vegetables or fruits.*

2. Have a parent (or the teacher) demonstrate cooking with Chinese vegetables or fruits.

3. Teach children good Chinese table manners and the proper setting and use of Chinese tableware.

4. Set up a class fruit stand during the lunch hour in the yard. Sell fruits to other classes.

REFERENCE

Study Trip to a Chinese Vegetable Store

INFORMATION:

Chinatown is teeming with vegetable stores and stands that cater to the special needs of the Chinese community. The prices are quite reasonable and many a smart shopper have come to Chinatown to do their produce shopping on a regular basis.

Chinese cuisine calls for greens and roots that are not often sold in other parts of San Francisco. Some of the exotic offerings seen in the Chinese vegetable stores are ginger roots, long beans, lotus roots, taro, hair melon, bitter melon, silk squash and water chestnuts.

Many of the Chinese food advocates who dine regularly on weekends in Chinaotwn are familiar with the winter melon (in soups), bean sprouts (in chow mein), snow peas (in chow yuk), and Chinese chard (in chow yuk, chow fun).

There is nowhere else in the city where a shopper can find such a wide choice of fresh vegetables than here in Chinatown. Many of these vegetables are grown in the valleys of nearby Marysville, Stockton, and Union City. Truckers pick up vegetables from farmers in these areas and truck them to San Francisco. Some of these vegetables are then crated and shipped to many distant cities in the United States -- Chicago, Pittsburg, Washington, D.C., Boston, New York. Some are even shipped to Canada.

During the summer months, daily truckloads of hair melons and silk squash come from Marysville. Most of the Chinese chard (bok choy), come from Union City. Farmers in Fresno send us the snowy, crunchy turnips and the bitter melon.

During the off season months, much of the hair melon and the long beans come from faraway Mexico. The lotus root, taro root and cong choy are "airborned" from Hawaii.

REFERENCE

Oral Language Lesson Plan (Vegetable Store)

This material was written originally for foreign born (Chinese) first grade children. With the integration of the Chinese bilingual classes, these materials will need revisions.

It is recommended that the teacher select and modify the oral language structures and patterns as well as substitute the vocabulary accordingly, to the particular needs of her ESL (English as a Second Language) children and her CSL (Chinese as a Second Language) children.

In the case of the CSL children, the materials will have to be translated for their use.

This lesson plan will serve only as a guide for implementing the oral language activities.

Have these sentences ready on the board:

We went to the bakery.
We went to the park.
We went to Fong-Fong.
We are going to the vegetable store today.

Read the first three sentences for the children.
Repeat. Then have the children repeat them after you.
Underline the key words.
Put some emphasis on "went". Use the hand gesture for "past" tense.
Re-read the sentences with the children again.

Read the next sentence for the children.
Re-read. Use the hand gesture for "now".
Have the children repeat the sentence after you.

Use picture flashcards:

We went to the park.
bookstore.
bakery.

We are going to the store.
vegetable store.
fruit store.

Let the children repeat the sentences after you.
Then have a substitution drill.

Use flashcards of objects.
Have a substitution drill with "some".

REFERENCE

ORAL LANGUAGE LESSON PLAN (VEGETABLE STORE)

What did we see? We saw some books.
pencils.
notebooks.

Add: apples.
carrots.
potatoes.

Use the hand puppets and introduce this conversation:

A. Where are we going, Tommy?

B. We're going to the vegetable store.

A. What for?

B. We want to see the Chinese vegetables.

Repeat the conversation for the children.

Then let them repeat all the lines after you. (Use puppets.)

Have children take Betty's part and ask you the questions.

You take Tommy's part and make the responses.

REFERENCE

ART

WINDOW TRANSPARENCY (FRUITS OR VEGETABLES)

Draw an apple or a pear or a bunch of carrots, actual size, and cut out. Color in natural colors with crayons--brown stem, green leaves, red apple, and so on. Color both sides, then lay it between a folded strip of waxed paper. Press together with a warm iron. Cut the waxed paper to the size desired and finish it with a binding of gummed tape as illustrated. Hang it in the windows.

GAMES

"Potato Race"

Number of players: About six players.
About 15 minutes' playing time.
Nine potatoes and a cardboard carton.

Suggestion: Substitute potatoes with other Chinese vegetables such as taro root or turnips.

Three rows of potatoes, three in a line, are placed down the center of the room. Three children race at a time, picking up the potato nearest them, run to the end, and put it in the box. And lastly, they pick up the potato closest to the box at the goal line and place that one in the carton. Repeat for the next three children. The first ones finished in each heat are the winners.

"Fruit Sale"

Number of players: 20 or more; group-and-two; line.

Place: Gymnasium; out-of-doors.

Supplies: Not any.

Activity: Hunting, grasping, stooping, swinging.

Appeal: Dramatization, repetition.

One player is the market man and another the buyer. The rest of the players are fruit. They grasp their hands under their knees. The buyer asks, "Have you any fruit for sale?" The market man replies, "Plenty, today. Would you like some?" The buyer places his clasped hands on their hands. Some he says are too hard, too soft, too sour, etc. until he finds one to suit him. (If any fruit has laughed he must pay a forfeit to be redeemed at the close of the game.) The market man and buyer then take the selected fruit by the arms. If he does not release the grasp after swinging forward and backward three times, he is bought. The game is continued/all fruit are bought.

This is an old game that is popular in many countries. It is played in Asia. In Italy, it is called "Chicken Market," while in English it is known as "Sale of Honey Pots."

GAMES

"Frying Vegetables"

This is a Chinese version of "Fruit Basket."

Number of players: Ten or more.

Formation: Players are seated in a circle, with "It" standing at center.

Place: Indoors.

Action: All the players are given the names of vegetables -- cabbage, turnips, beans, melon, taro root, etc. in Chinese. "It" calls the names of two vegetables. The players representing those vegetables must exchange seats. In the mix-up, "It" tries to get a seat. The player left out is "It", and the game continues. If "It" calls, "Frying pan turn over!" (use proper Chinese translation) all players must change seats.

"Select Fruit"

This is a game commonly played in Asia.

Number of players: Twenty or more; two-group; line.

Place: Gymnasium; out-of-doors.

Activity: Hunting; stopping.

Action: Two "captains" are selected and the players are divided into two equal teams. Each team stoops in a line 20 feet apart. Each player chooses the name of some kind of fruit. One from a line is blindfolded by his "captain" and a boy from the opposite side steals quietly over and touches the blindfolded one and then returns to his place.

The blindfolded one is allowed to see and is told to go over and select the "fruit" (boy) that touched him. He may identify the guilty one by noting a change in position, by trying to get him to smile, or by any means he sees fit to bring about a confession. If he guesses correctly, he wins the guilty one on his side; otherwise, the blindfolded one must remain with his opponents. Play is continued until all players are one one side.

REFERENCE

RECIPES

CHINESE CHARD WITH BEEF (BOK CHOY CHOW GNOW YUKE)

Have prepared: 1 pound washed Chinese chard, cut into 2 x 1½ inch pieces.

Also prepare: 1 cup thinly sliced tender beef (about ¼ inch thick)

In a mixing bowl place:
½ tsp. soy sauce
¼ tsp. sugar
½ tsp. cornstarch

Mix ingredients and add: Sliced beef.
Marinate 5 minutes.
In a preheated wok or skillet, place:
2 tbsp. vegetable oil.

Increase to high heat and add marinated beef, toss and turn until half cooked. Remove beef and place aside.

In the same utensil, place: 2 tbsp. vegetable oil
Add:
Chinese chard
½ tsp. soy sauce
¼ tsp. monosodium glutamate
1/3 tsp. salt
¼ tsp. sugar

Toss and mix for 1 minute.
Add: ¼ cup chicken stock

Cover and cook for 2 minutes, at high heat. Uncover.
Add: Marinated sliced beef

Toss and mix all ingredients.
Add: 1 tsp. cornstarch. Make paste with 1 tsp. water.

Toss and mix constantly, making sure liquid ingredients are well blended with cornstarch paste. When gravy thickens sufficiently to lightly coat the chard and beef (about 2 minutes), remove from fire and serve immediately with hot steamed rice. Serves 4.

RECIPES

LYCHEE DESSERT (LYCHEE TAI CHOY GO)

Have ready:

- 3 pints water
- 4 sticks agar agar (Tai Choy Go) (1½ ozs.)
- 2 cups pineapple syrup
- 1½ cups sugar
- ½ tsp. yellow vegetable coloring
- 1 small can lychee nuts

Put all ingredients into pot. Boil briskly until agar agar melts. Cool enough for handling. Pour into large pan. Place can of lychee nut into pan and stir lightly to distribute. Put in refrigerator to chill.

BEST COPY AVAILABLE

Name _____

荷蘭豆

Snow Peas

(Hu Lan Dou)

BEST COPY AVAILABLE

Name _____

芥菜

Mustard Greens
(Gai Choy)

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Name _____

白菜

Chinese Cabbage

(Siew Chay)

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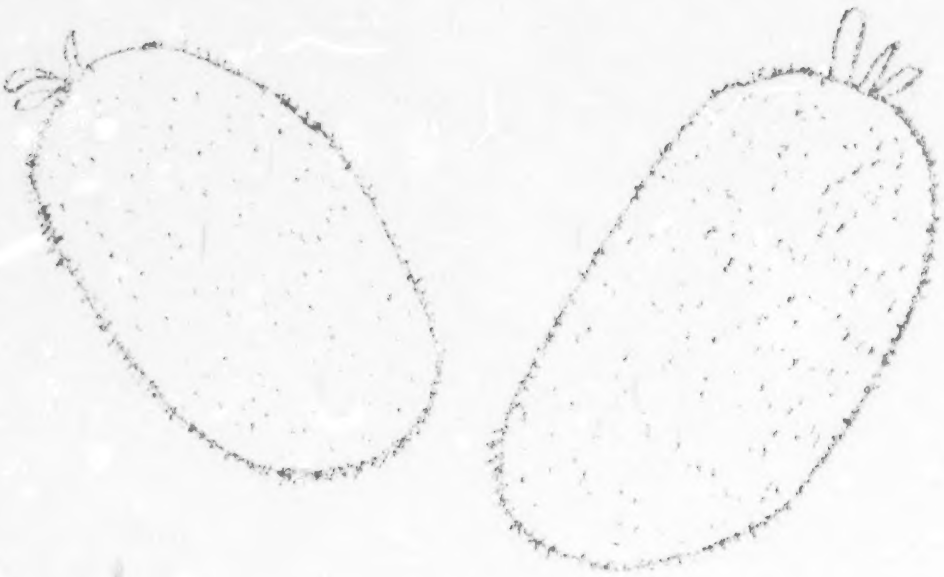
Name _____



Hair Melon
(Mo Gwa)

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Name _____

Chinese Okra
(See Gwa)

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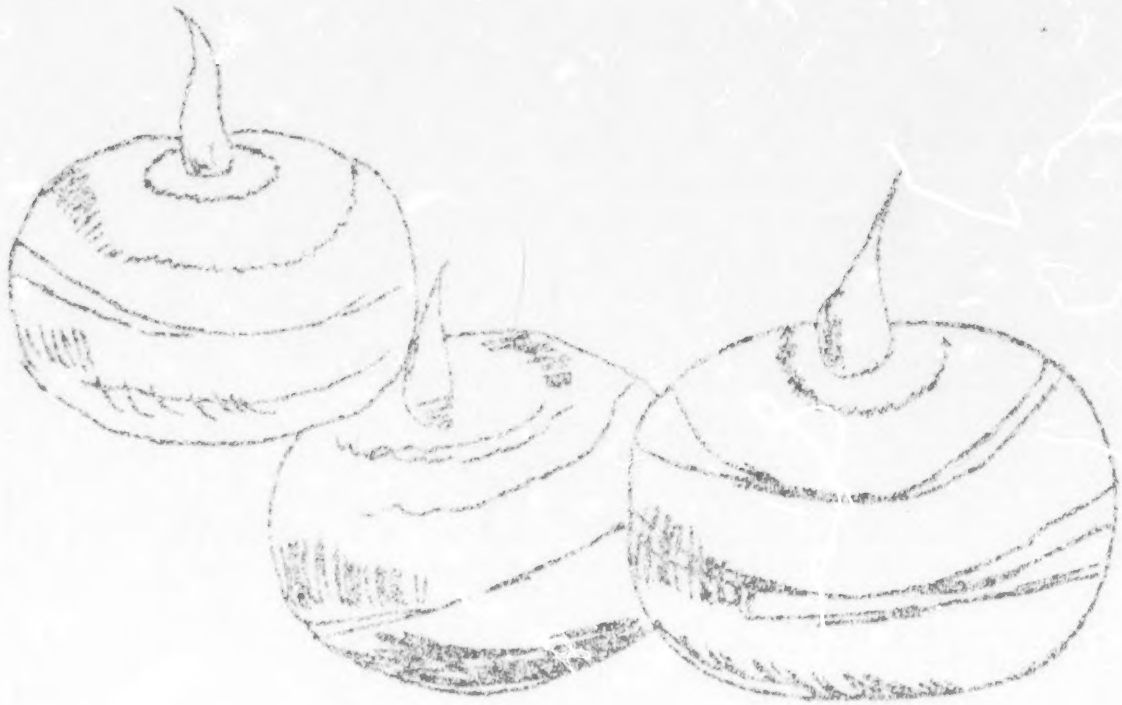
Name _____



Water Chestnuts
(Mah Tai)

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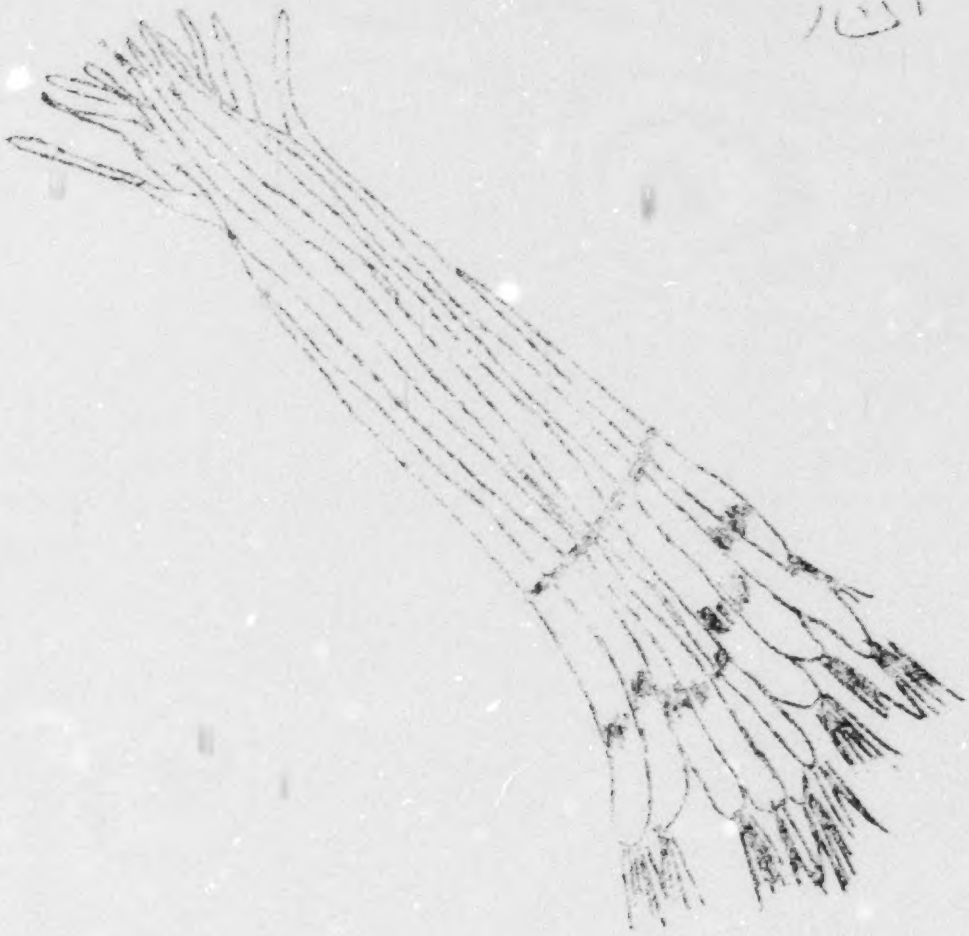
Name _____



Green Onion

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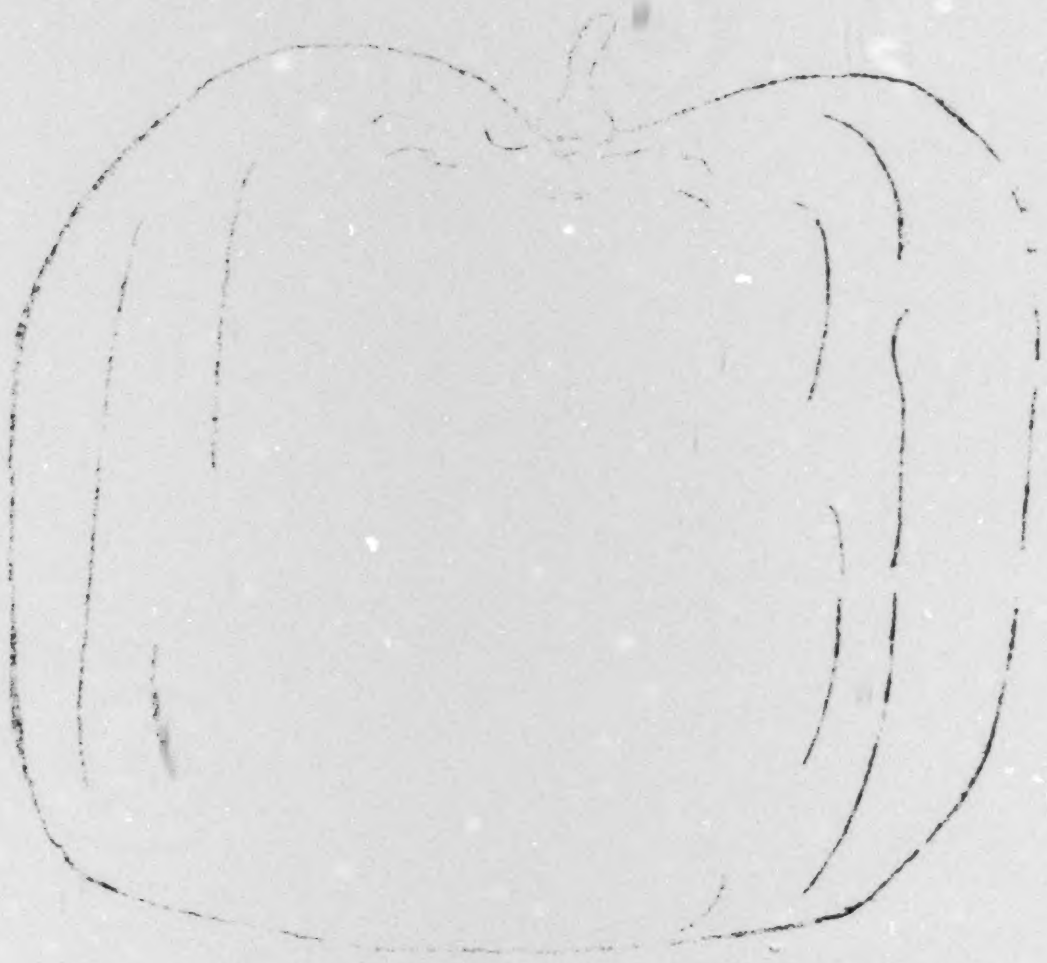
Name _____

冬瓜



Winter melon

(Dong Gua)

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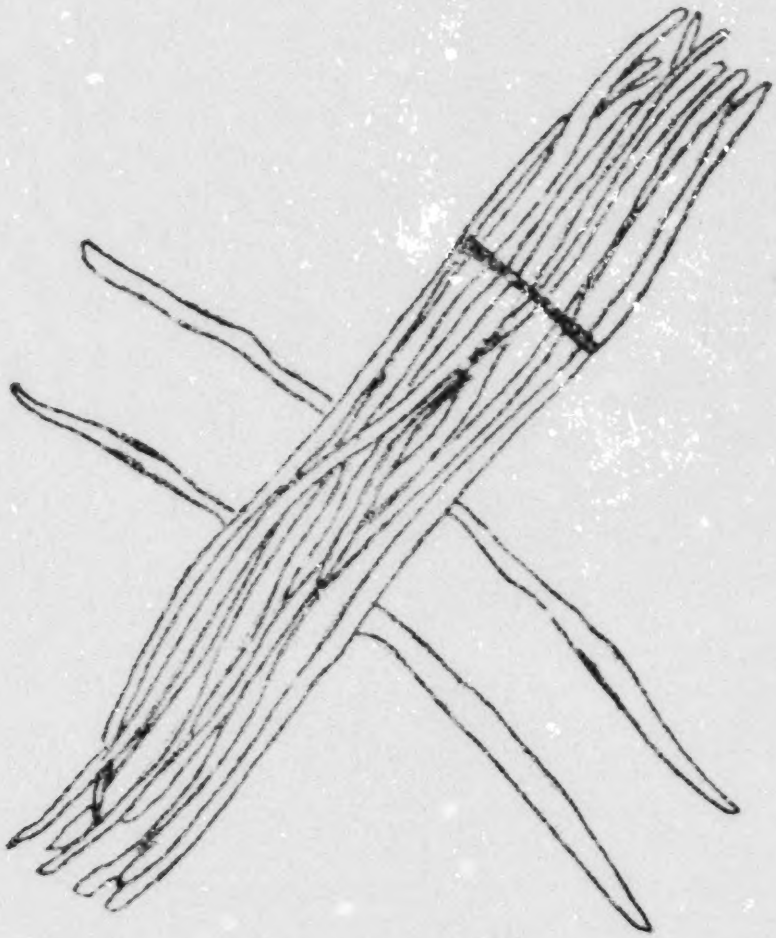
Name _____

豆角



Lung Beans
(Dow Gok)

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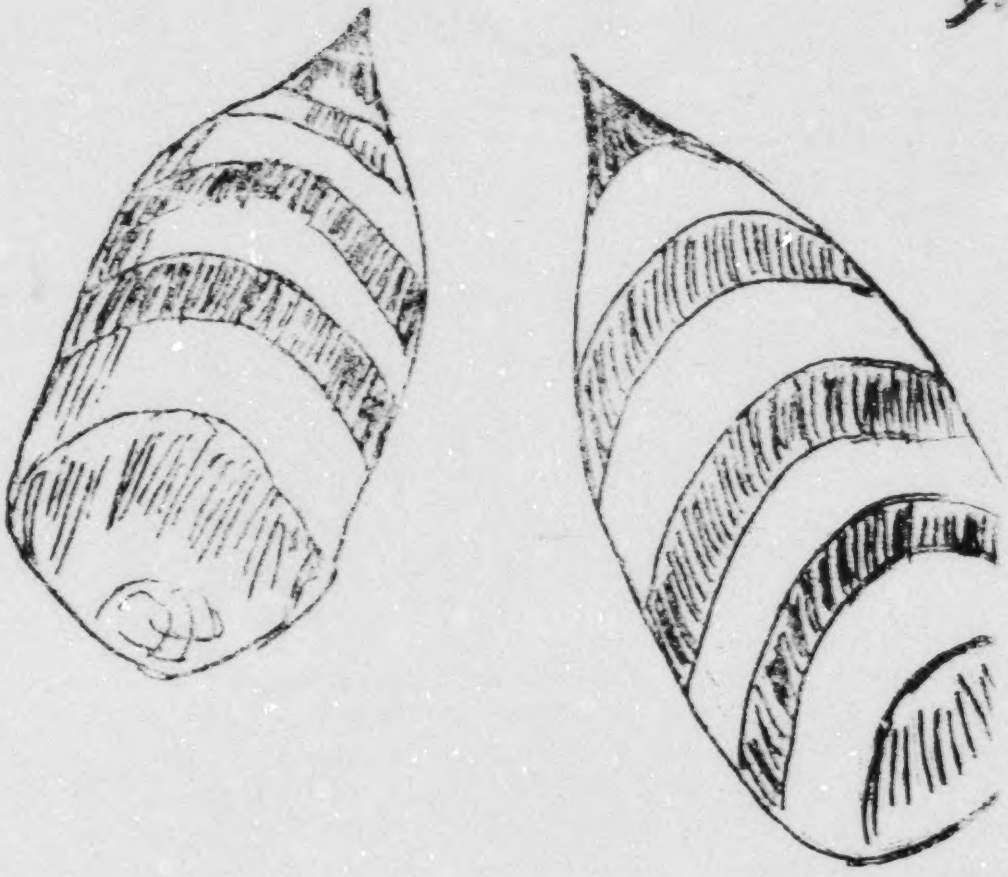
Name _____



Taro Root

(woo tow)

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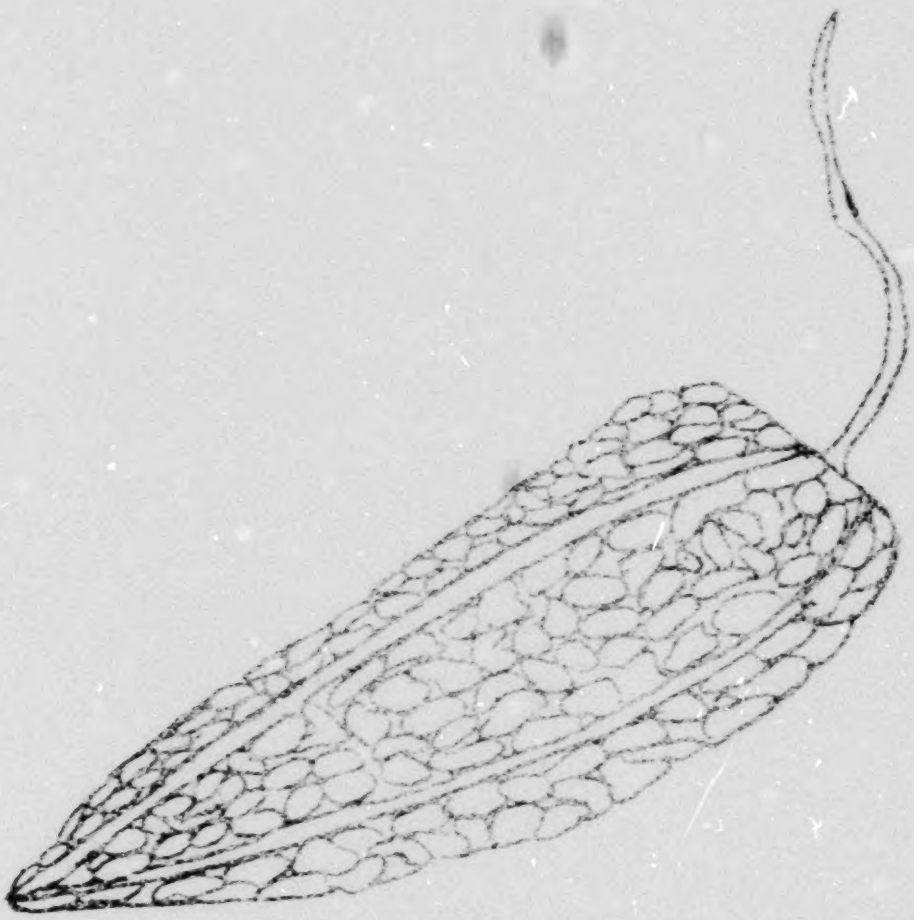
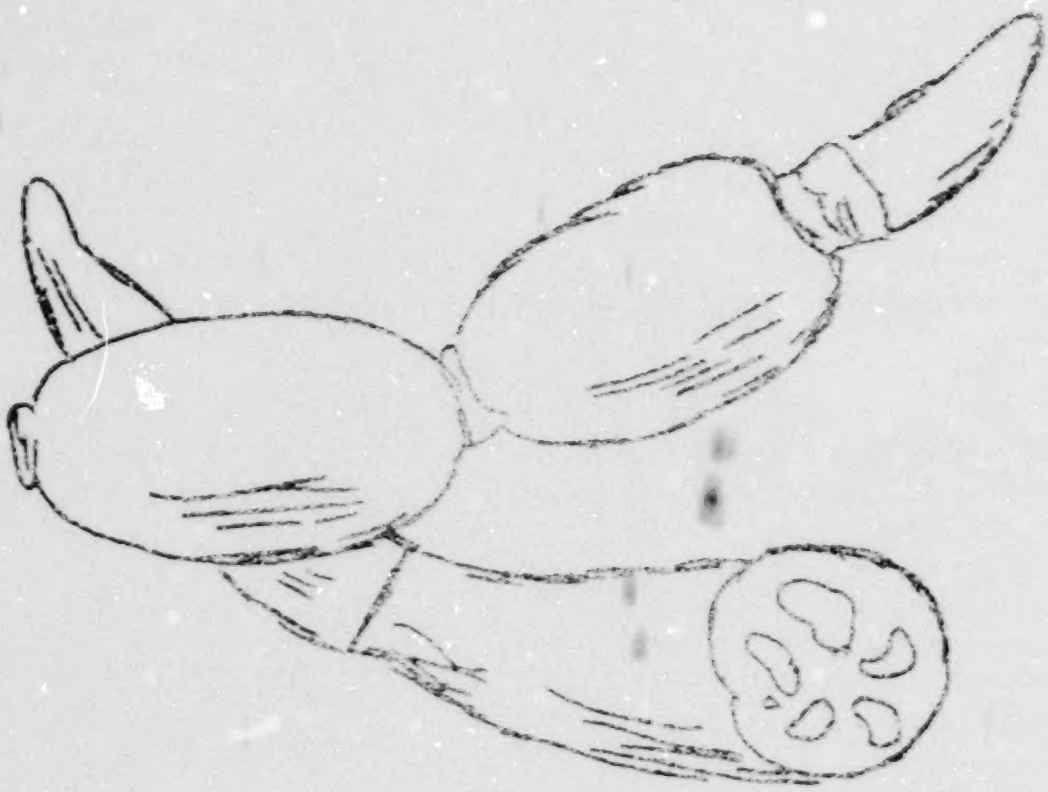
Name _____

苦瓜



Bitter Melon
(Foo Gwa)

Name _____



Lotus Root
(Leen Grow)

STUDY TRIP TO FARMER"S MARKET

I. DESTINATIONS

A. Farmer's Market Arcade (100 Alemany Blvd., San Francisco)

B. Alternate or additional trips: Safeway or Mayfair Supermarkets in the North Beach area.

II. OBJECTIVES

A. General

1. To help children in a racially integrated class to learn and to appreciate each other's cultures through many shared, bicultural experiences.

2. To help children develop the ability to work together as members of school, home and community.

B. Specific

1. To learn about the different American fruits and vegetables as a part of our pre-Thanksgiving study.

2. To compare the kinds of fruits and vegetables used in American cooking to the ones used in Chinese cooking.

3. To see the different type of vending offered at Farmer's Market as compared with the various grocery and produce stores in Chinatown.

4. To involve children in the experiences of selection, purchase, and preparation of American vegetables for a classroom project in American cooking.

5. To help children become familiar with some of the ingredients, utensils and process used in American style of cooking.

6. To develop in children some appreciation for the American culinary arts through first hand experiences of seeing, preparing, cooking (and eating) of some American vegetables and fruits.

7. To develop understanding and a realization of the importance of a balanced diet in daily health care.

8. To provide children with the experiences of growing their own American vegetables.

9. To help children understand the relationship of the farms to commercial outlets such as Farmer's Market, the grocery stores and supermarkets.

10. To develop English and Chinese oral language skills and expand vocabulary through related experiences.

11. To provide for and stimulate individual creative interest and growth.

12. To help children realize that numbers and money are important to the vender and customers, that there is a need for speed and accuracy in handling them.

13. To develop quantitative concepts through actual use.

III. PREPLANNING

Make plans a month ahead to reserve a chartered bus for trip to Farmer's Market. Perhaps plan the trip for the week before Thanksgiving.

If plans for Thanksgiving includes preparation for a class Thanksgiving dinner, this may be a good time to purchase some of the fruits and vegetables needed for the affair.

IV. SUGGESTED CLASSROOM ACTIVITIES

A. Preliminary activities

1. Display magazine or other pictures of different American fruits and vegetables.

2. Have children identify by name the different fruits and vegetables they frequently eat at home.

3. Talk about these fruits and vegetables. Mention that many fruits and vegetables considered "American" are really those which were brought to this country by different groups of immigrants.

4. Write a list of the fruits and vegetables on a chart. Later on, have children find pictures from magazine, cut, match and paste pictures to the words on the chart.

5. Set up an American fruit and vegetable display table. Each day, bring in two or three vegetables or fruits. Have children touch and observe these items. Teach or recall the Chinese and English names of the fruits and vegetables. Label the items in Chinese and in English.

6. Find out from children how some of the fruits and vegetables are cooked and eaten at home or in a restaurant.

7. Show pictures of the different ways fruits and vegetables are prepared and cooken in American style.

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8. Compare the similarities and differences of some of the American fruits and vegetables to the Chinese fruits and vegetables. (i.e. Chinese broccoli to American broccoli. Chinese pear to the American pear, Chinese parsley, American parsley, etc.)

9. After many of the American fruits and vegetables have been introduced, make plans for the trip to Farmer's Market.

10. Practice Chinese and English oral language structures and patterns as well as vocabulary related to the subject.*

B. The trip to Farmer's Market.

1. Locate Farmer's Market on a map of San Francisco.

2. Trace the route the class will be taking by bus to the market.

3. Talk about safety rules and behavior on the bus, at the market.

4. Discuss the physical set-up of the Farmer's Market.

5. Talk about how the farmers transport their products to the market.

6. Compare the differences of a commercial outlet such as Farmer's Market with others such as Safeway or Mayfair Supermarkets.

7. Take the trip to Farmer's Market.

At the Market:

a. Observe the physical set-up and the personnel.

b. Point out fruits and vegetables children have learned about. Have them identify them and name them in Chinese and in English.

c. Have children check the prices of certain items. Have a few write down the prices, how the items are sold - by pounds, by bunches, by dozens, by boxes and so forth.

C. Follow-up activities.

1. Language and creative writing.

a. Recall trip with individual or cooperative stories of the trip to Farmer's Market. Write

* Note: Reference section of this unit of study.

about the different types of produce stands or the people who work at the Market.

2. Art

   a. Begin individual coloring booklets with the duplicated sheets of American fruits and vegetables.* Children may wish to add to this collection with their own illustrations of additional fruits and vegetables.

   b. Make paper mache fruits and vegetables.

   c. Make American fruit and vegetable printings.

   d. Set up a "time line" type of mural, with pictures portraying sequentially, the planting, growing, harvesting, crating, transporting, displaying and selling of a particular fruit or vegetable.

   e. Make a collage of fruits and vegetables with magazine cutouts.

   f. Plan a bulletin board: "We love vegetables" or "We love fruits". Children can draw or cut out whimsical vegetable or fruit creatures.

3. Games

   a. Make or buy a lotto game with American fruits or vegetables.

   b. Play game of "Fruit Basket". Use American names of fruits and vegetables.

   c. "Hot Potato"*

   d. "Fruit Race"*

   e. "Nut Relay"*

   f. Learn singing games: "The Farmer in the Dell"
      "Oats, Peas, Beans," etc.

4. Dramatic Play

   a. Set up a "Farmer's Market" in the classroom. Have children make up advertising slogans or signs for the market. Use real, plastic or paper mache fruits and vegetables. Children will act out the buying and selling of fruits and vegetables as seen at the Farmer's Market. They can also utilize the knowledge gained from the trip to mark the prices of various items.

*Note: Reference section of this unit of study.

b. Play a game "What am I?" Children can describe shape or taste etc. of the kind of vegetable or fruit that they represent. They can describe how they can be cooked. The rest of the class will guess what it is.

For example:

"I'm yellow, nice to look at, but sweet, I'm not." (lemon)

5. Health

a. Plan activities or discussion on the importance of fruits and vegetables in the daily diet.

b. Plan sample menus of foods they normally eat at home. Compare these with the menus they have at the school cafeteria. Find out whether or not the foods they eat are nutritionally balanced in food value.

c. Some of the Chinese children will eat foods that are cooked in Chinese style. Compare their foods with the American foods or style of cooking. Do you think one style of cooking is superior to the other style of cooking in terms of nutritional value?

6. Science:

a. Plan an American vegetable garden - corn, carrots, radishes can be grown easily.

D. Culminating activity:

1. Plan a "Salad Party". With the help of the children, decide on the type of salad they would like to make for lunch: fruit or vegetable salad.

2. Choose a recipe.*

3. Determine amount of food necessary to make the salad for the class.

4. Figure out the cost for ingredients.

5. Decide on procedure, duties, etc.

6. Assign tasks.

7. Demonstrate table setting and practice proper table manners and usage of table ware.

8. Invite parents to the "Salad Party".

*Note: Reference section of this unit of study.

REFERENCE SECTION

REFERENCE

STUDY TRIP TO FARMER'S MARKET

INFORMATION: (Taken from Sunset Magazine)

Oddly enough the best place to taste the bounty of Northern California's farmlands may not be the countryside.

At San Francisco's Farmer's Market, the produce from upwards of 125 small farms is sold by friendly growers who encourage shoppers to taste, sniff, and squeeze before they buy. Where else, for instance, would a beekeeper offer you an amber-colored glob on a toothpick so you can decide between honey made from orange blossoms or clover?

Most growers welcome a request for a free sample, and are usually delighted to talk about this year's crop, the weather, or whatever else comes to mind. Much of the produce is organically grown, __ a constant topic of conversation.

Prices are competitive with those of supermarkets. Market stalls are open from 7 A.M. to 6 P.M. Tuesday through Saturday.

To get there take U.S. Highway 101 south from San Francisco and turn west onto Interstate 280. Take the Alemany Boulevard off ramp. Coming from the south on U.S. 101, take the Silver Avenue turnoff to Bayshore Boulevard. Drive north to Alemany Boulevard and turn left. Follow Alemany a few blocks to the market.

BEST COPY AVAILABLE

ORAL LANGUAGE LESSON PLAN (FARMER'S MARKET)

This material was written originally for foreign born (Chinese) first grade children. With the integration of the Chinese bilingual classes, these materials will need revisions.

It is recommended that the teacher select and modify the oral language structures and patterns as well as substitute the vocabulary accordingly, to the particular needs of her ESL (English as a Second Language) children and her CSL (Chinese as a Second Language) children.

In the case of the CSL children, the materials will have to be translated for their use.

This lesson plan will serve only as a guide for implementing the oral language activities.

Write this story on the board:

We are going to the Farmer's Market.

We are going to ride on the bus.

We are going to see some fruits and vegetables.

We are going to buy some fruits and vegetables.

Read the story. Have the children listen. Translate if necessary. Reread each sentence and let class underline key words.

Ask: Where are we going?

Yes, we're going to the Farmer's Market.
Who can put a line under "Farmer's Market"?

How are we going?

What are we going to see?

What are we going to buy?

(Translate the questions if necessary.)

Reread each sentence and have the children repeat after you.

Use the puppets and practice a conversation:

A. Where are we going?

B. We're going to Farmer's Market.

A. What are we going to see?

B. We're going to see some fruits and vegetables.

A. Are we going to buy some fruits and vegetables?

B. Yes, we are.

Have two puppets make the conversation. Let the child listen. Repeat the conversation and have the class repeat each line.

Have two groups. GR I repeat after Tommy puppet; GR II, Betty puppet. Practice several times. Change parts.

Re-inforce the names of the vegetables that have been introduced:

Where are we going? We're going to Farmer's Market.
What are we going to see? We're going to see some _____.

Let the children make the substitutions as you hold up the fruit or vegetable: apple, lemon, orange, corn, tomato, cabbage, lettuce, cauliflower, carrot, etc.

What are we going to buy? We're going to buy some _____.

Have the children ask you:

What are we going to see?
What are we going to buy?

EElicit short form responses: Yes, I do./No, I don't.

Do you want an <u>apple</u>?
Do you like <u>carrots</u>?

Let the children make substitutions:

What did we see? We saw_____.

Recall names of items with the same initial consonant.

Give some emphasis to the beginning sound so that children can become aware:

i.e. We saw Carrots. We saw Onions.
Corn. Oranges.
Cabbage

We saw Turnips. We saw Lemons.
Tomatoes. Lettuce.

Select Chinese or American vegetable at random:

Did we see any ginger? Yes, we did./No, we didn't.
Did we see any carrots?
Did we see any hairy melons?
corn
corn?
snow peas? etc.

GAMES

"Hot Potato"

You will need: At least 8 players
About 15 minutes pljying time
A piano or record player
Potatoes

All the children get down on the floor on their hands and knees. All but one are given a potato which they hold in their right hands. When the music starts, the potatoes are passed around to the left and are kept going until the music stops. The player who doesn't have a potato when the music stops is eliminated from the game. The game ends when only one child is left.

"The Fruit Race"

You will need: At least 8 players
About 15 minutes playing time
A piece of fruit and pencil for each team

The children can race two at a time or the group can be divided into two teams. At the starting signal the racers start from the same line and roll an orange, lemon or apple to a line across the room and back using a pencil to push it along. The first child or team to finish is the winner.

"Nut Relay"

You will need: At least 10 players
About 15 minutes playing time
2 pans or dishes for each team
About 15 nuts whith shells for each team

The class is divided into two teams. They hold hands, standing in two lines facing each other. One pan filled with nuts is placed on the floor at the head of each team, an empty pan at the end of each. At the starting signal, the first child on each side leans over, picks a nut out of the dish and still with one hand clasped, hands it to the child next to him and so on down the line. When this nut reaches the dish at the other end, the last team member lets the first one know, and the second nut is started down the line. The winning team is the first one to pass all the nuts from beginning dish to the end one.

RECIPES

Tossed Vegetable Salad

For 4 hungry people, toss about 1 quart torn, chilled salad greens with 3 cupfuls of two or more vegetables listed below. Add enough French dressing to coat greens but not leave pool in bowl -- about ¼ to 1/3 cup.

Add one or more extras, below, if you wish.

Raw Vegetables:

Beets (coarsely grated)
Broccoli or cauliflower (tiny buds)
Carrots (thinly slivered or coarsely grated)
Cucumbers (slices or cubes)
Green pepper (rings or cubes)
Leeks or scallions (slices)
Mushrooms (slices or cubes)
Onions (thinly sliced)
Radishes (sliced or grated)
Tomatoes (small wedges or cubes)
Turnips (slivers)

Cooked Vegetables (fresh, frozen, or canned):

Artichoke hearts
Asparagus (cut up)
Beans, green
Carrots
Corn
Hearts of palm
Lentils
Limas
Mixed vegetables
Peas
Sweet or white potatoes, etc.

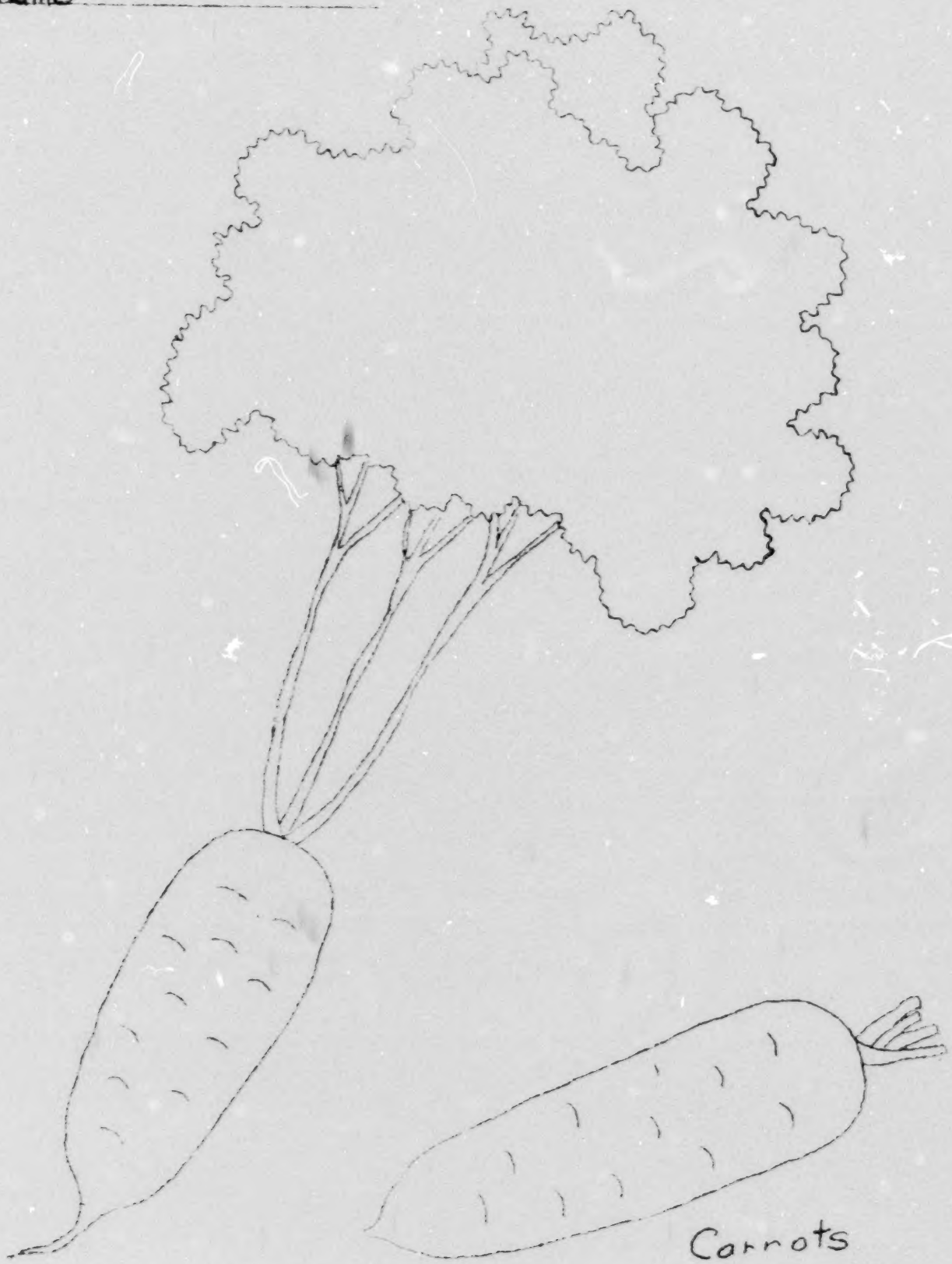
French Dressing

Makes 1 cup:

3/4 teasp. salt
Speck pepper
Dash paprika
¼ teasp. sugar
¼ cup lemon juice or vinegar
3/4 cup salad oil
1 clove garlic; or 1 tablesp. minced onion

Combine all ingredients in a jar, bowl, or bottle. Shake or beat until blended; or mix in electric blender. Refrigerate, covered. Shake well before using.

Name _____

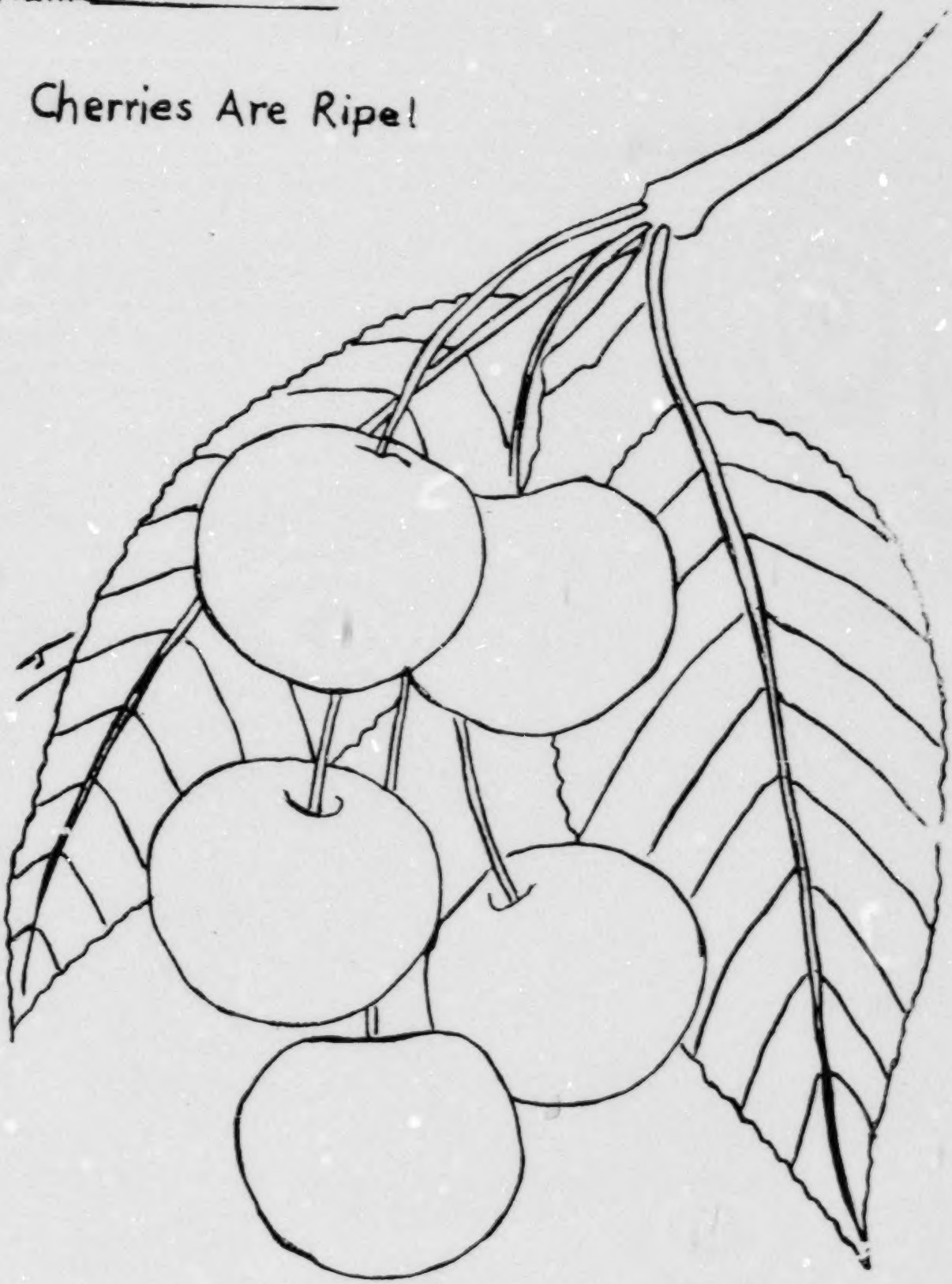


Name _____

Pumpkin

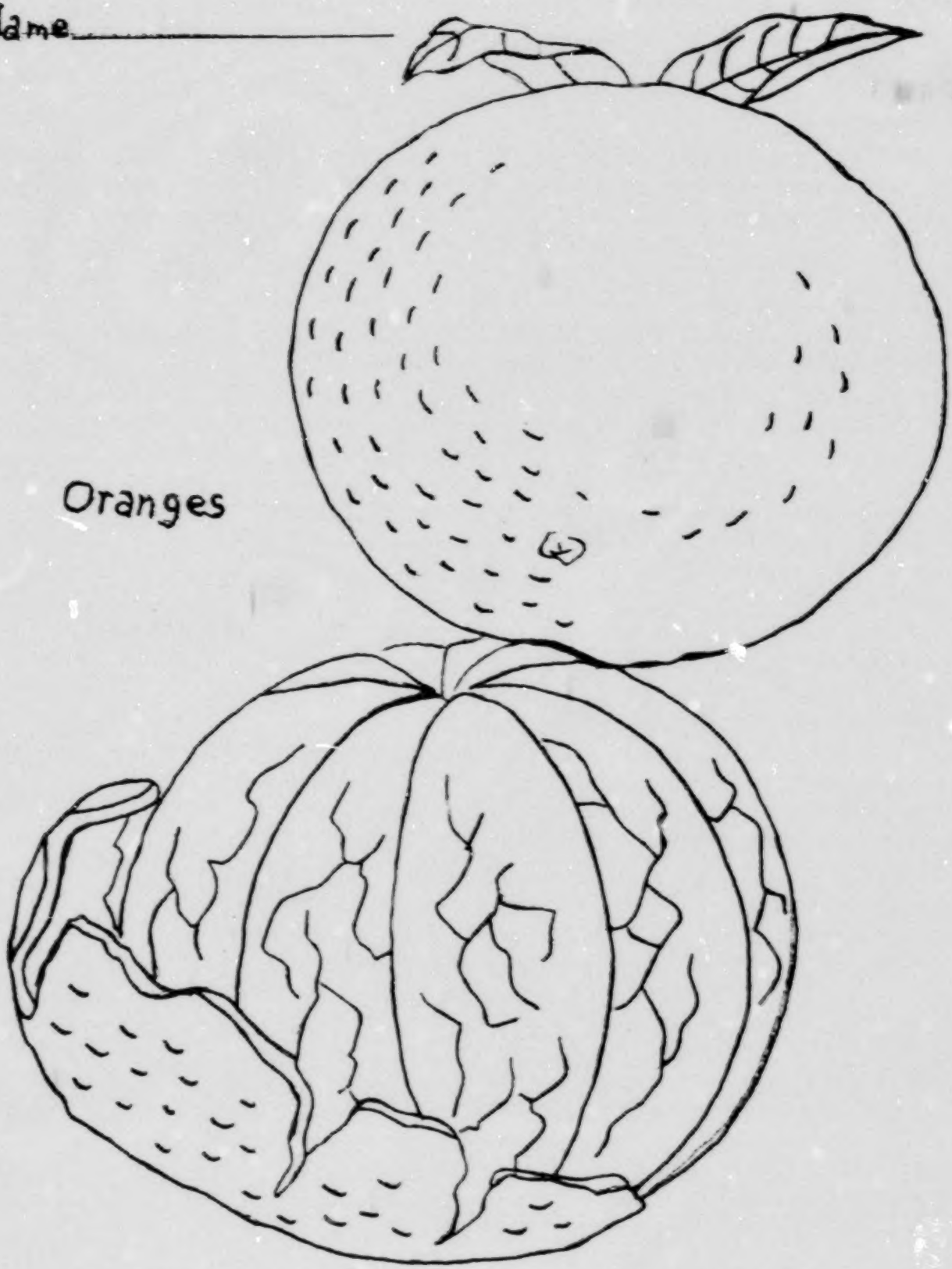
Name_____

Cherries Are Ripe!



Name_____

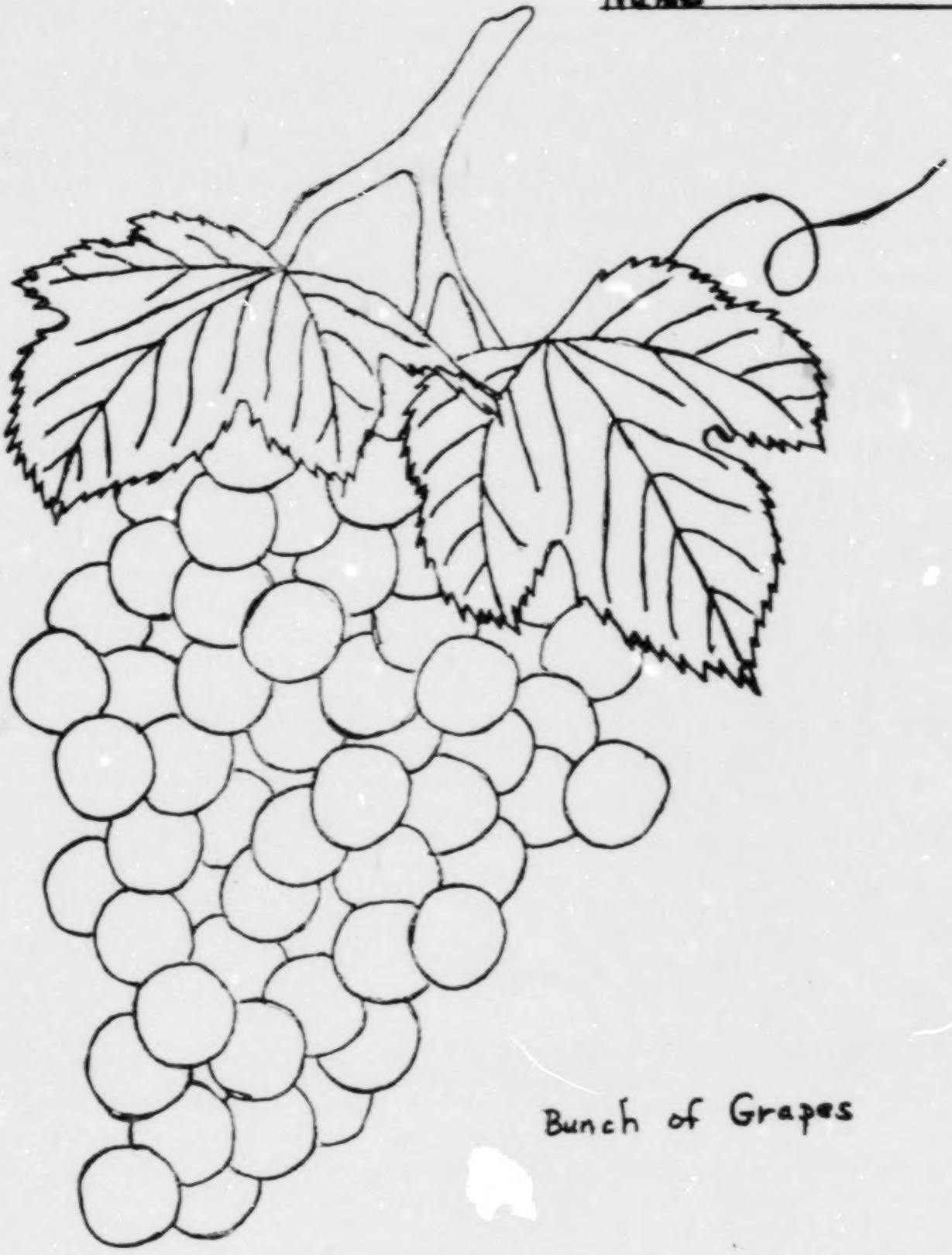
Oranges



Name _____

Lemons

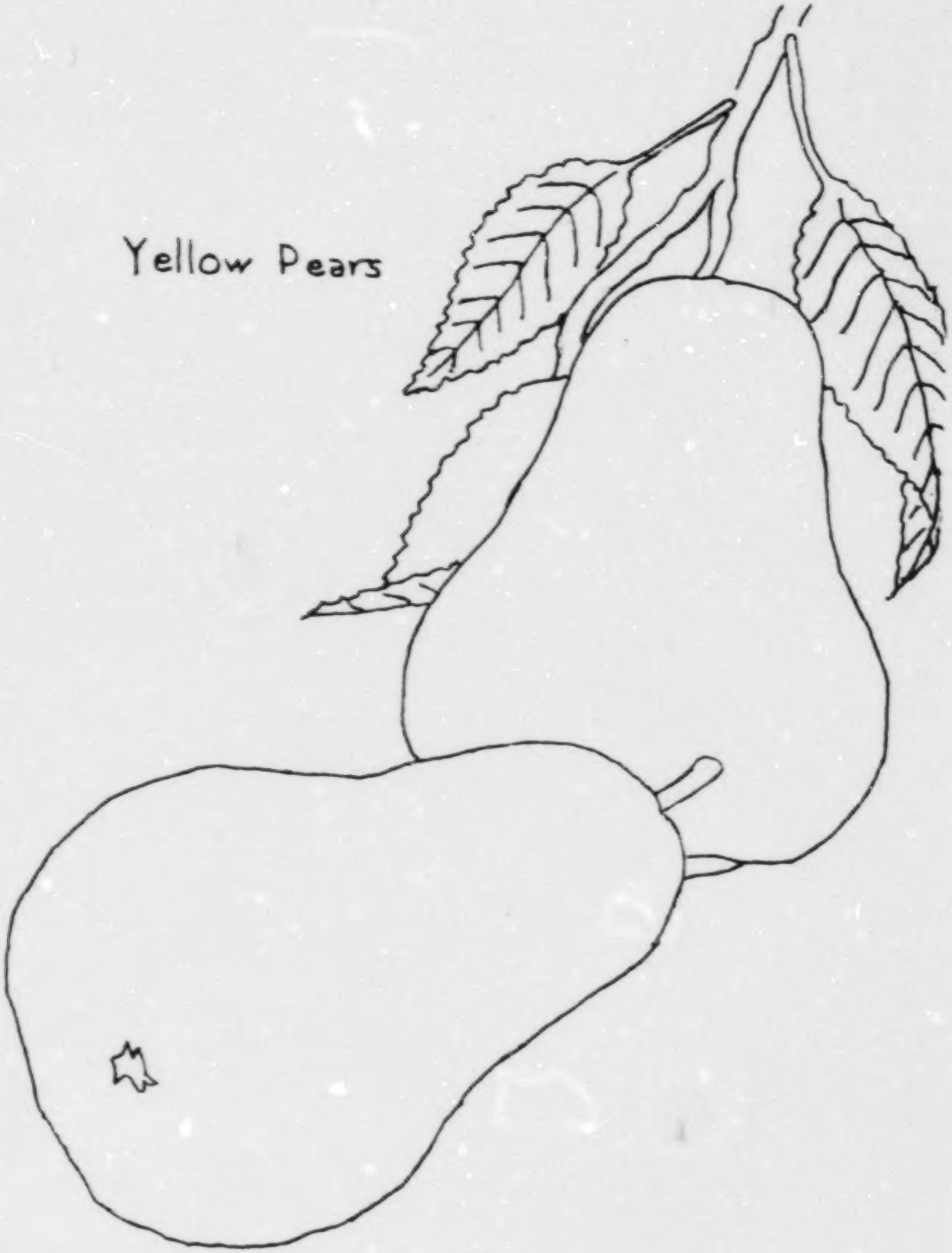
Name _____



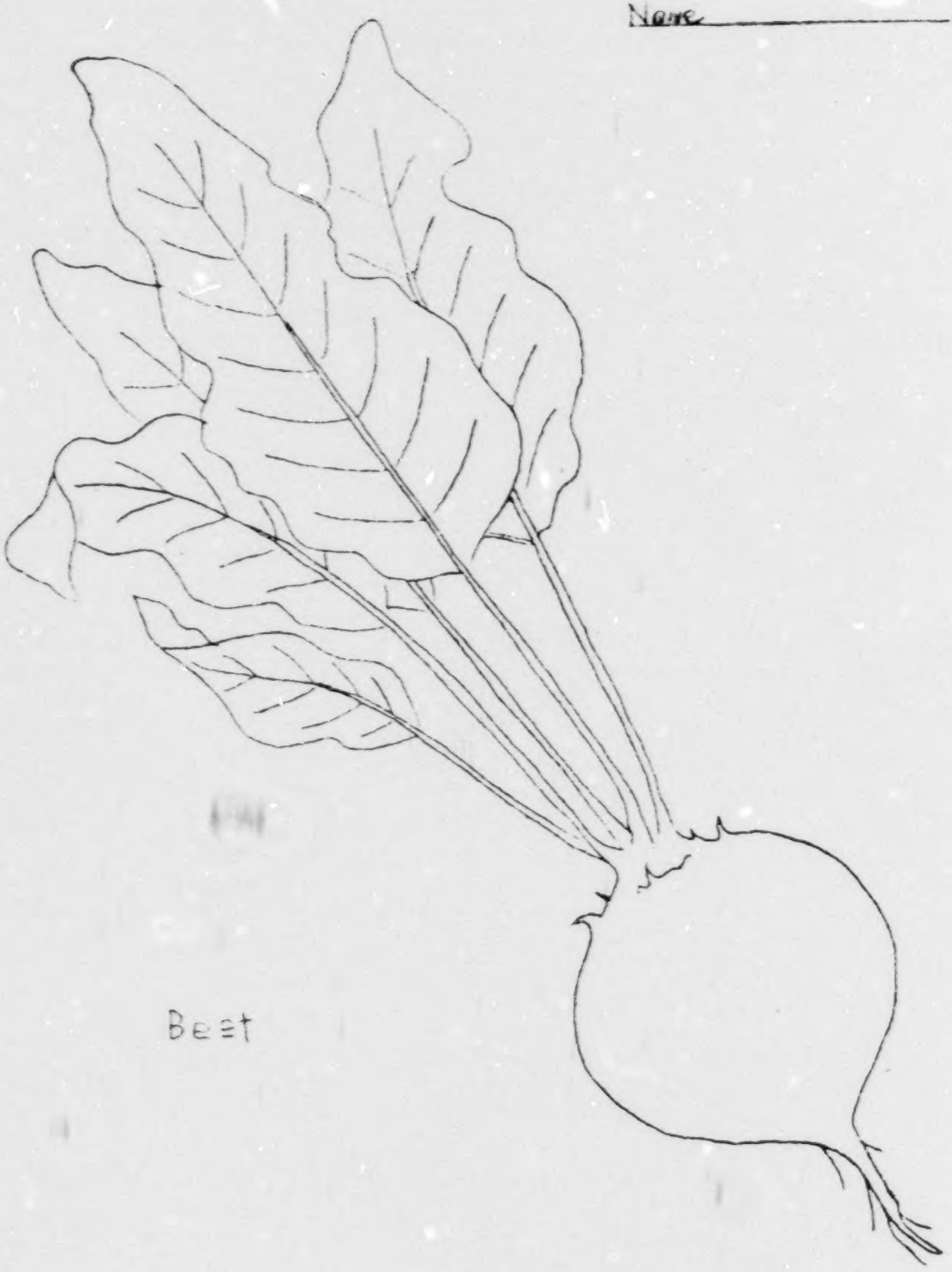
Bunch of Grapes

Name_____

Yellow Pears

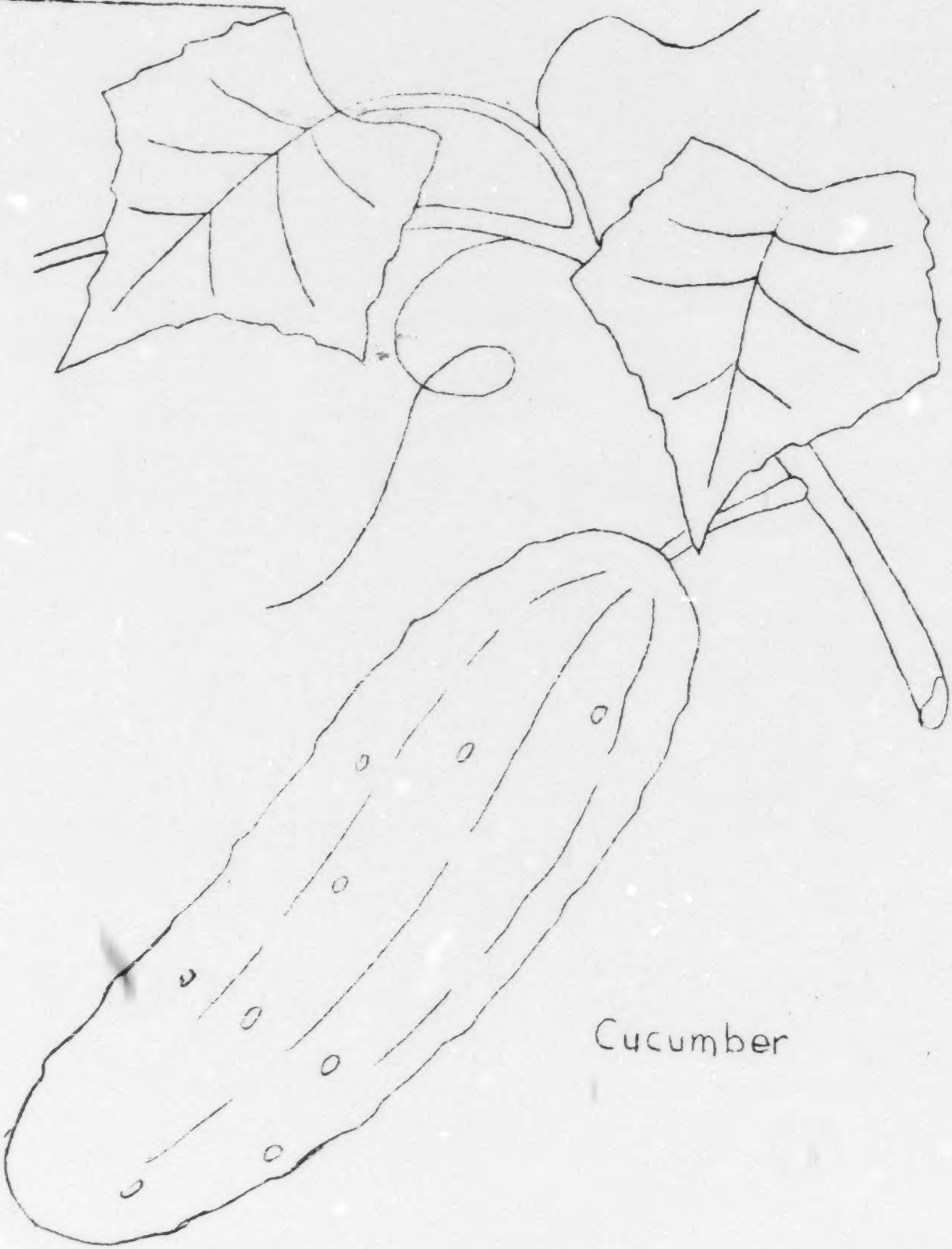


Name _____



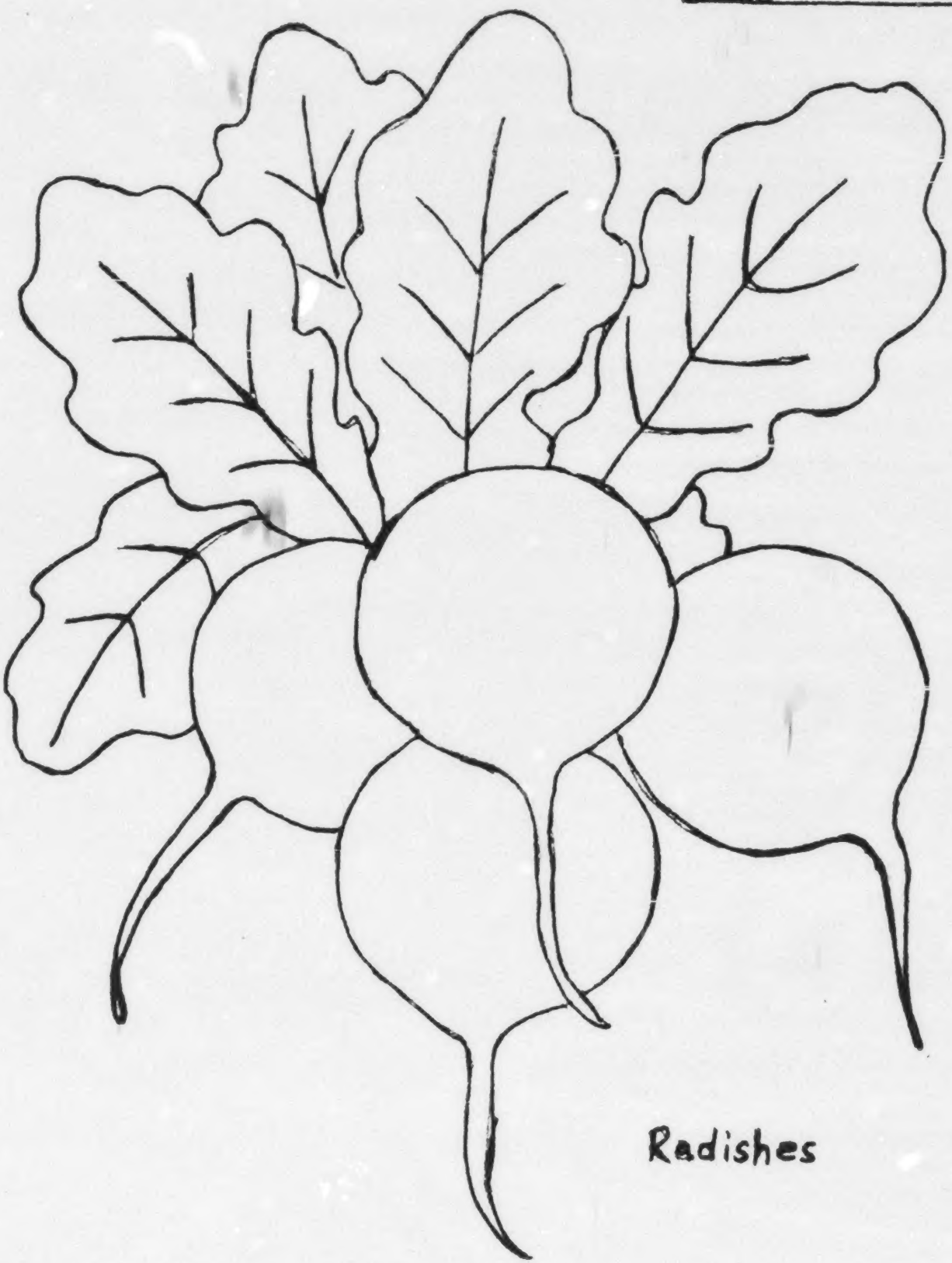
Beet

Name



Cucumber

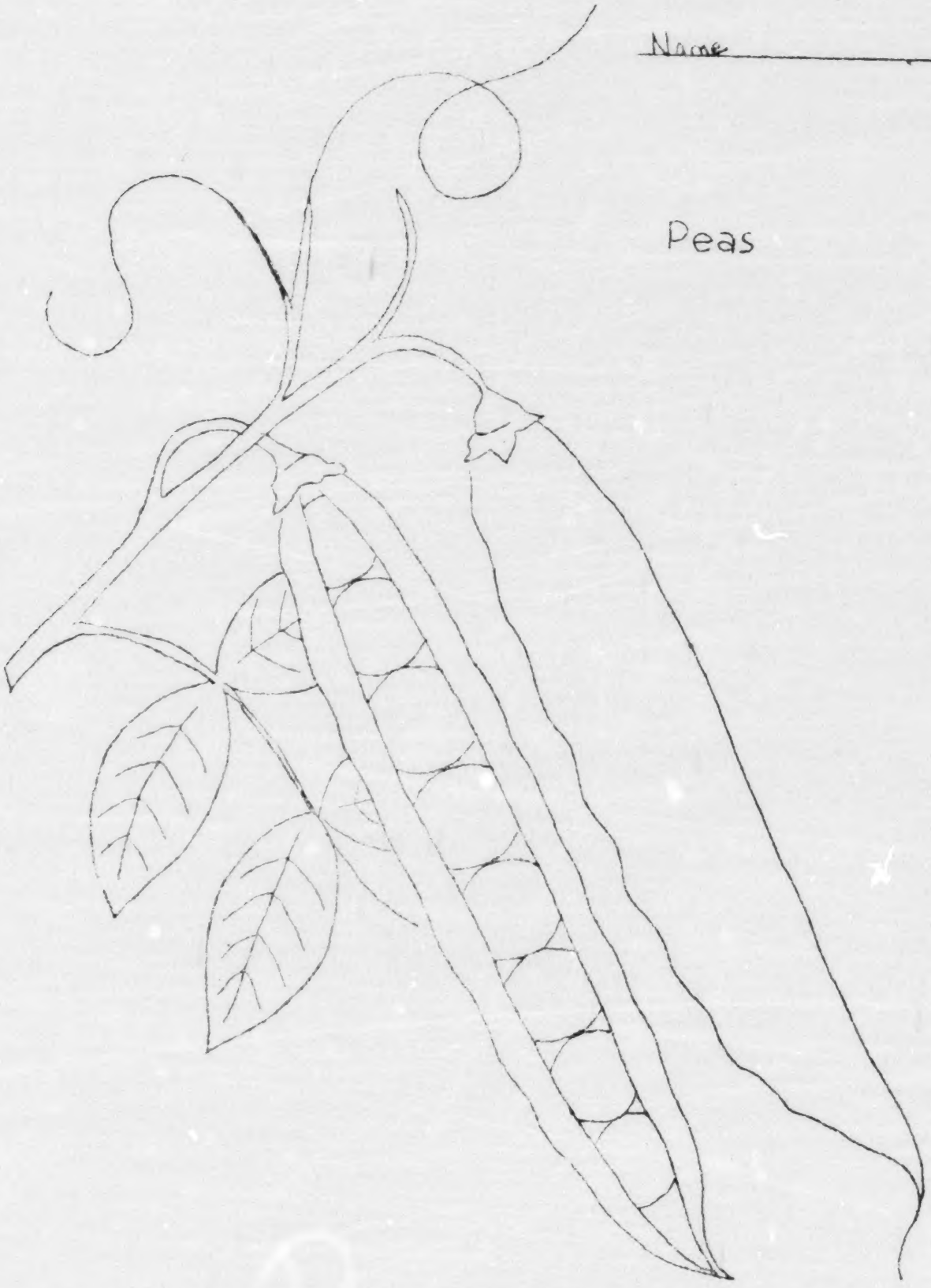
Name _____



Radishes

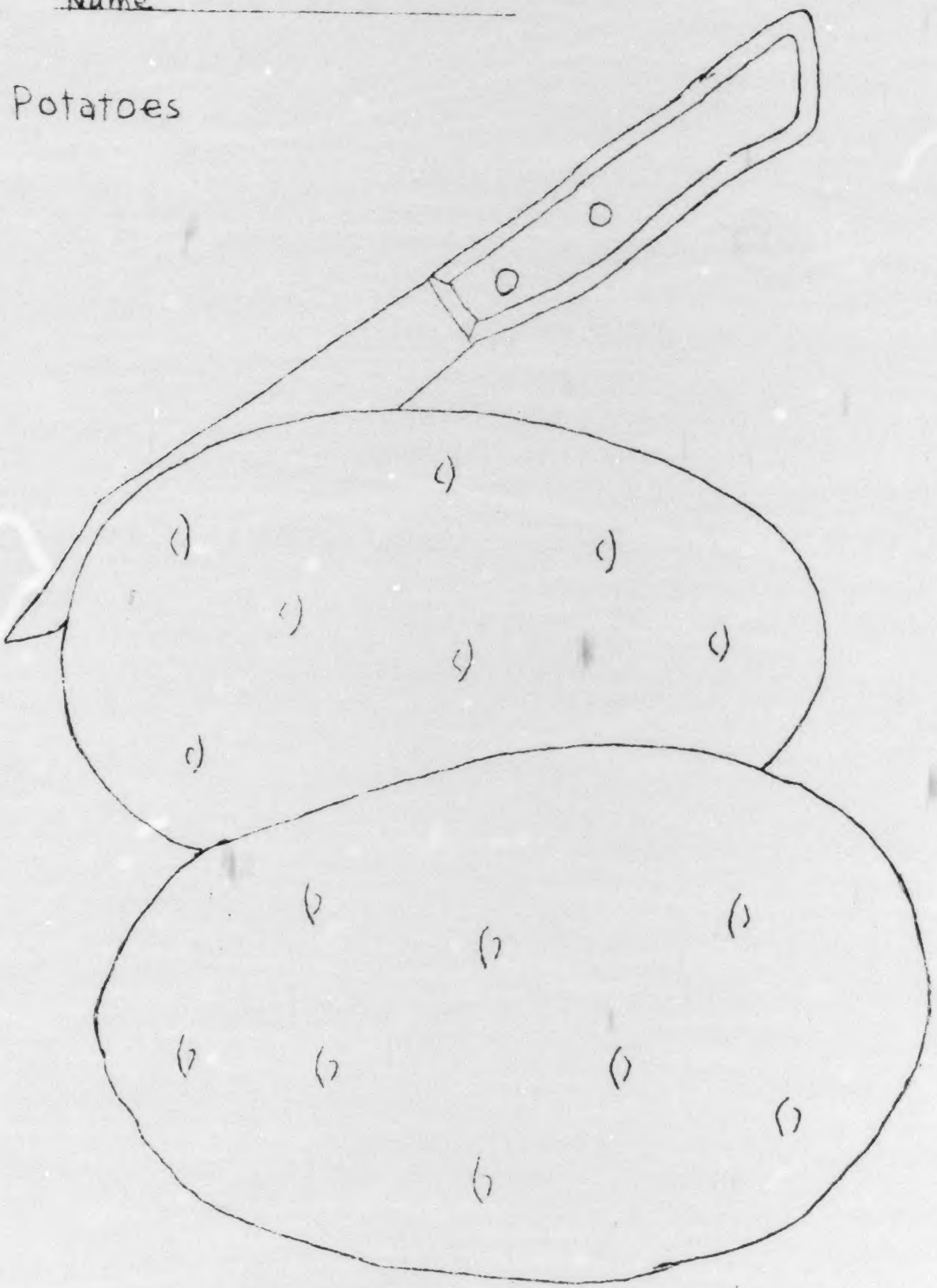
Name _____

Peas



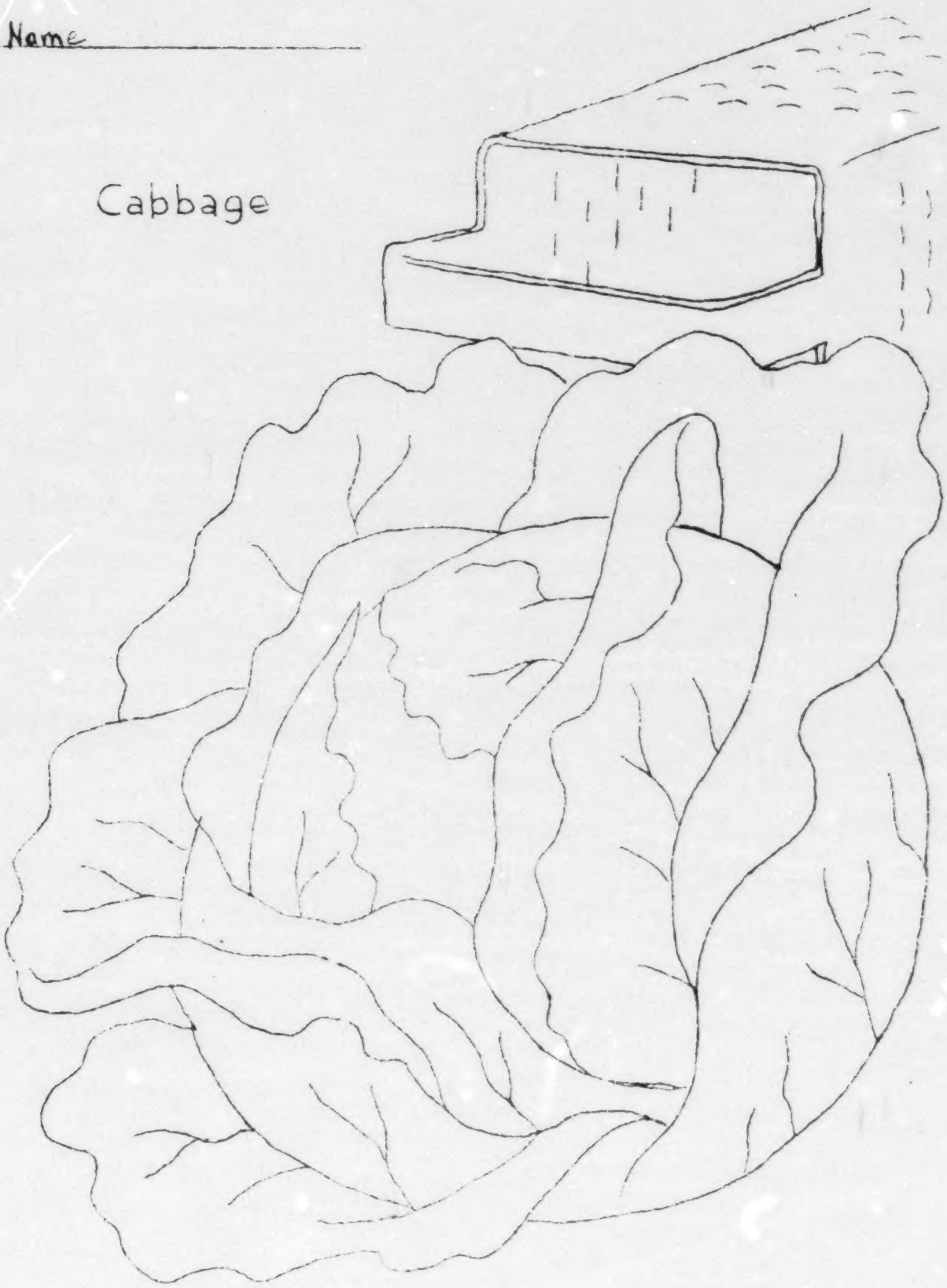
Name _____

Potatoes



Name _____

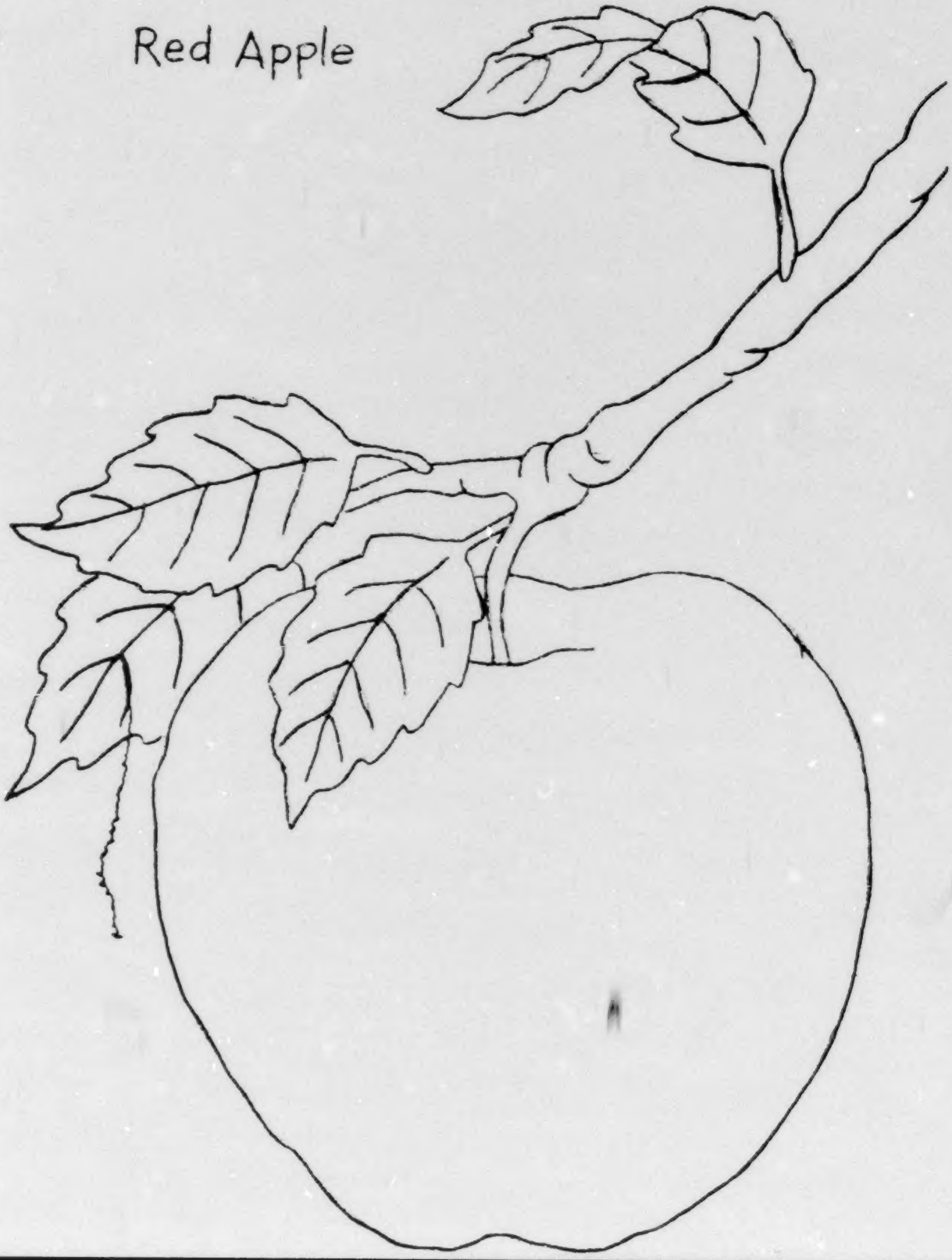
Cabbage



Name _____

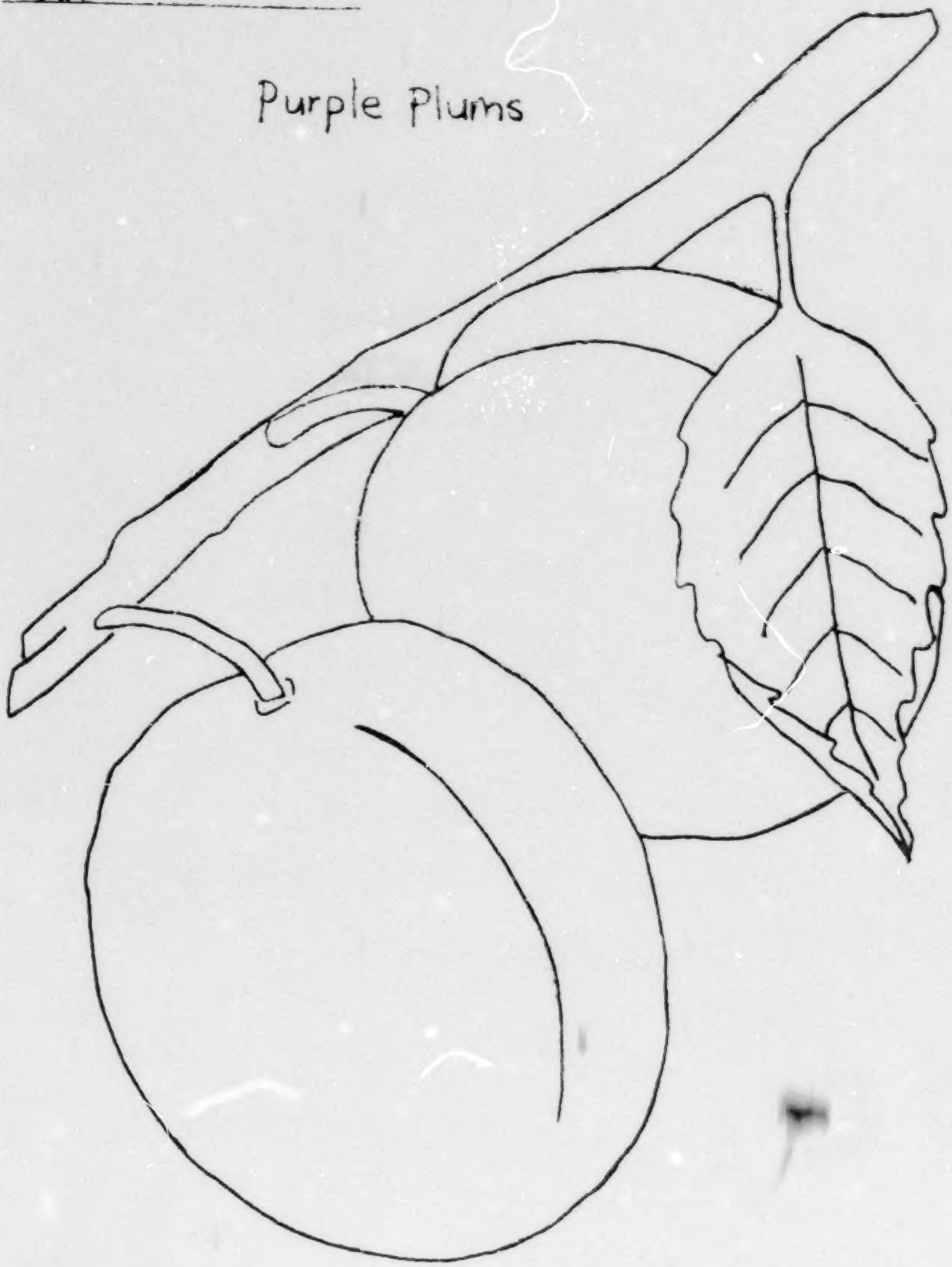
Name _____

Red Apple



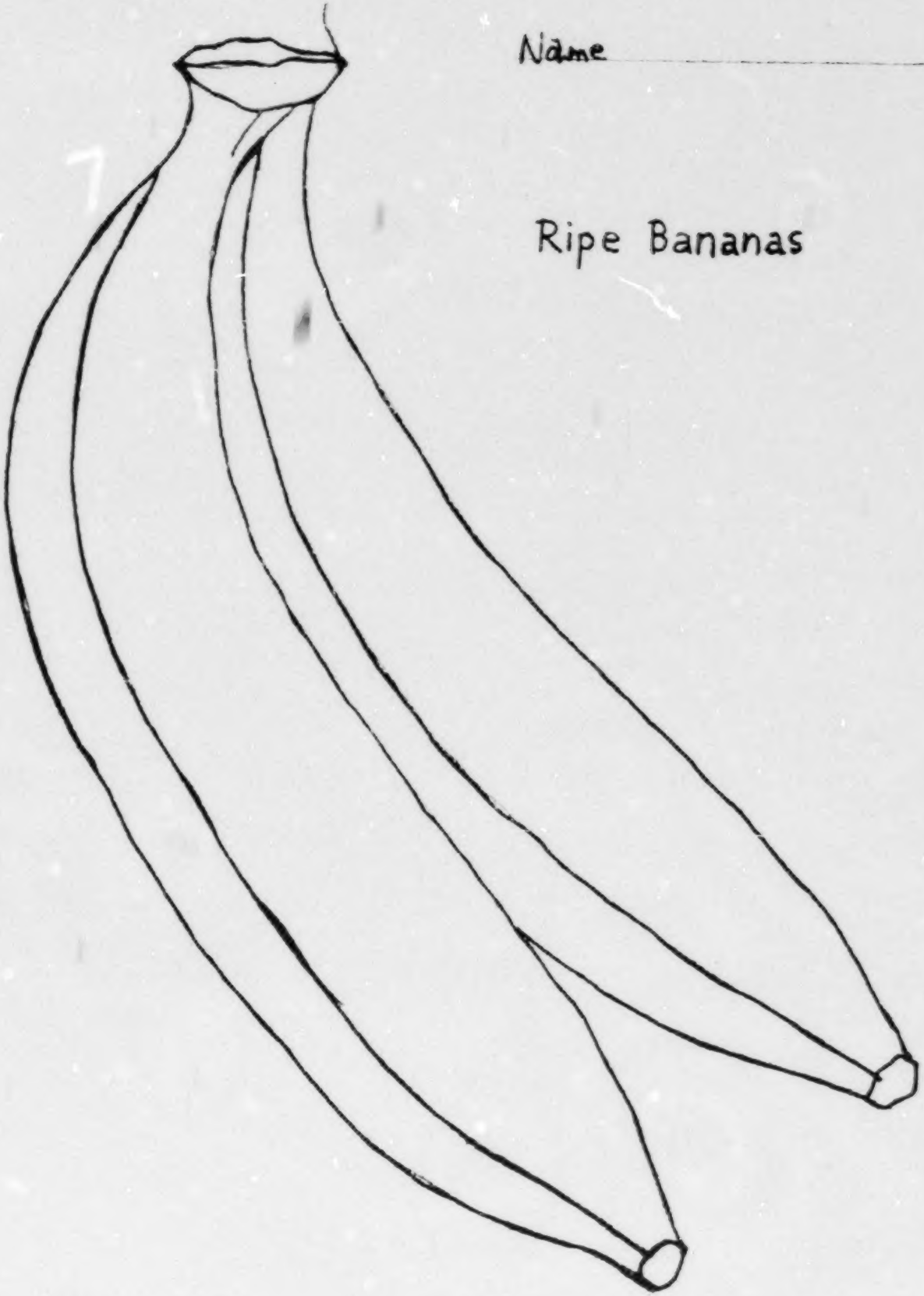
Name _____

Purple Plums



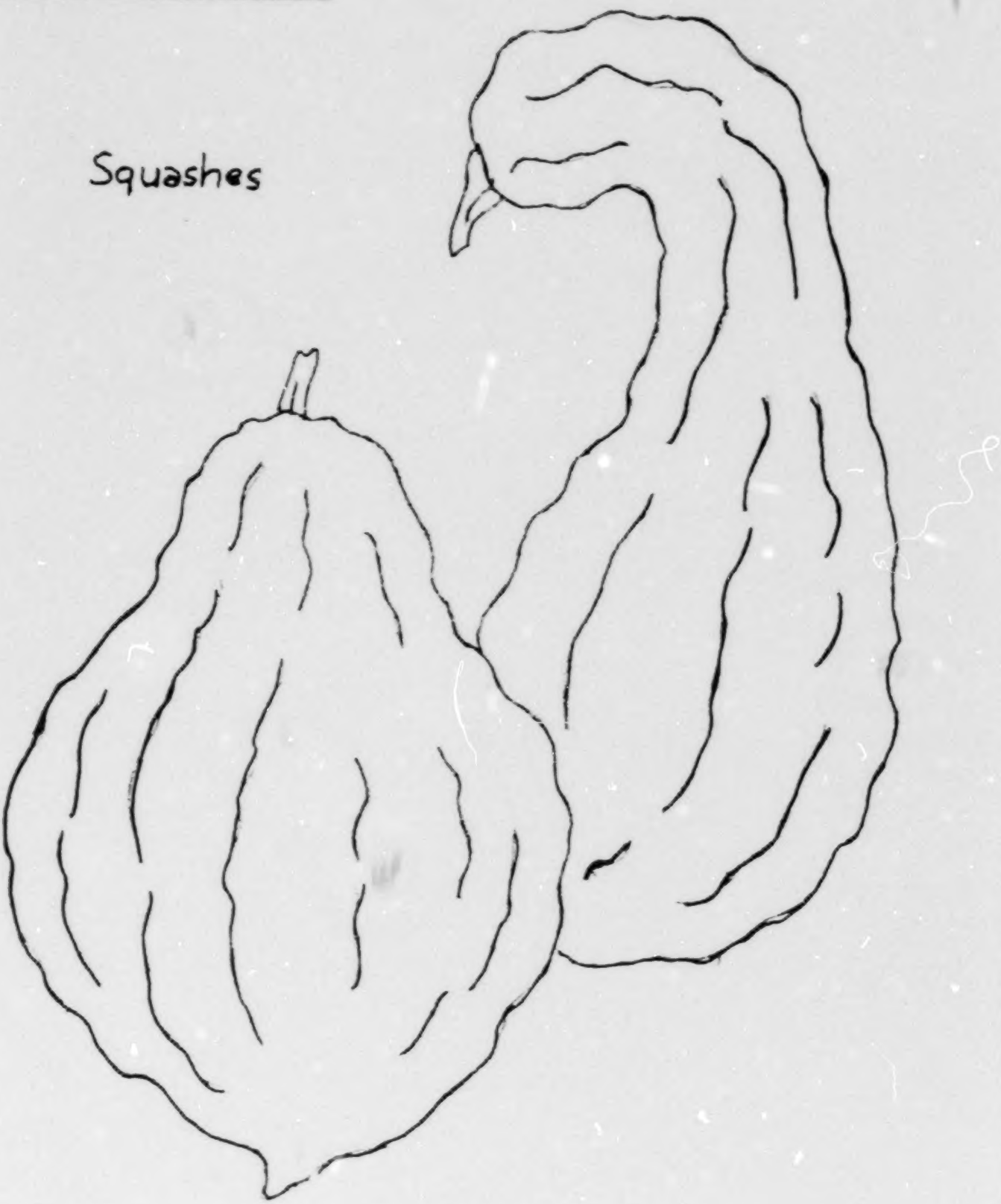
Name _____

Ripe Bananas

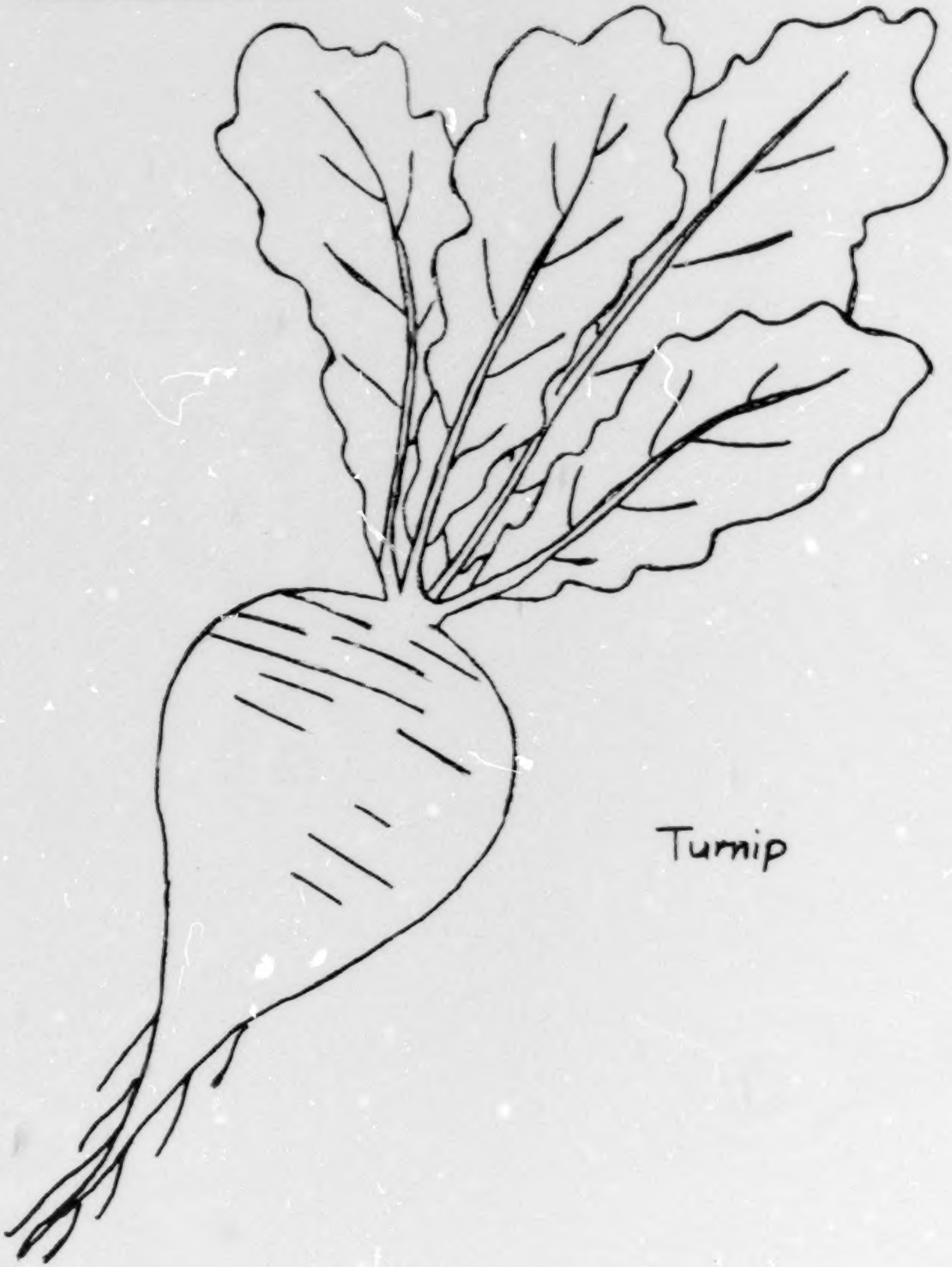


Name _____

Squashes



Name _____

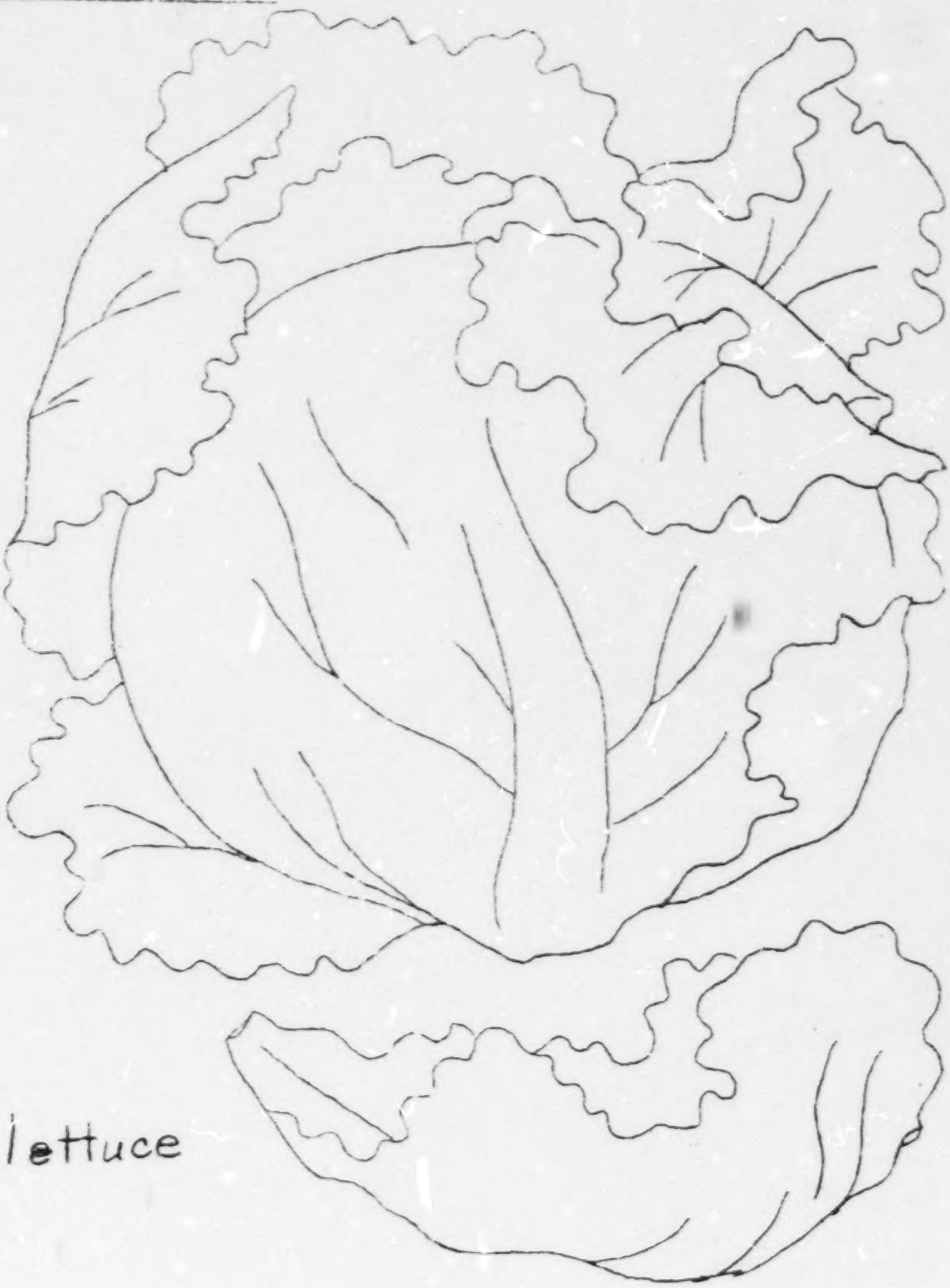


Turnip

Name _____

Green String Beans

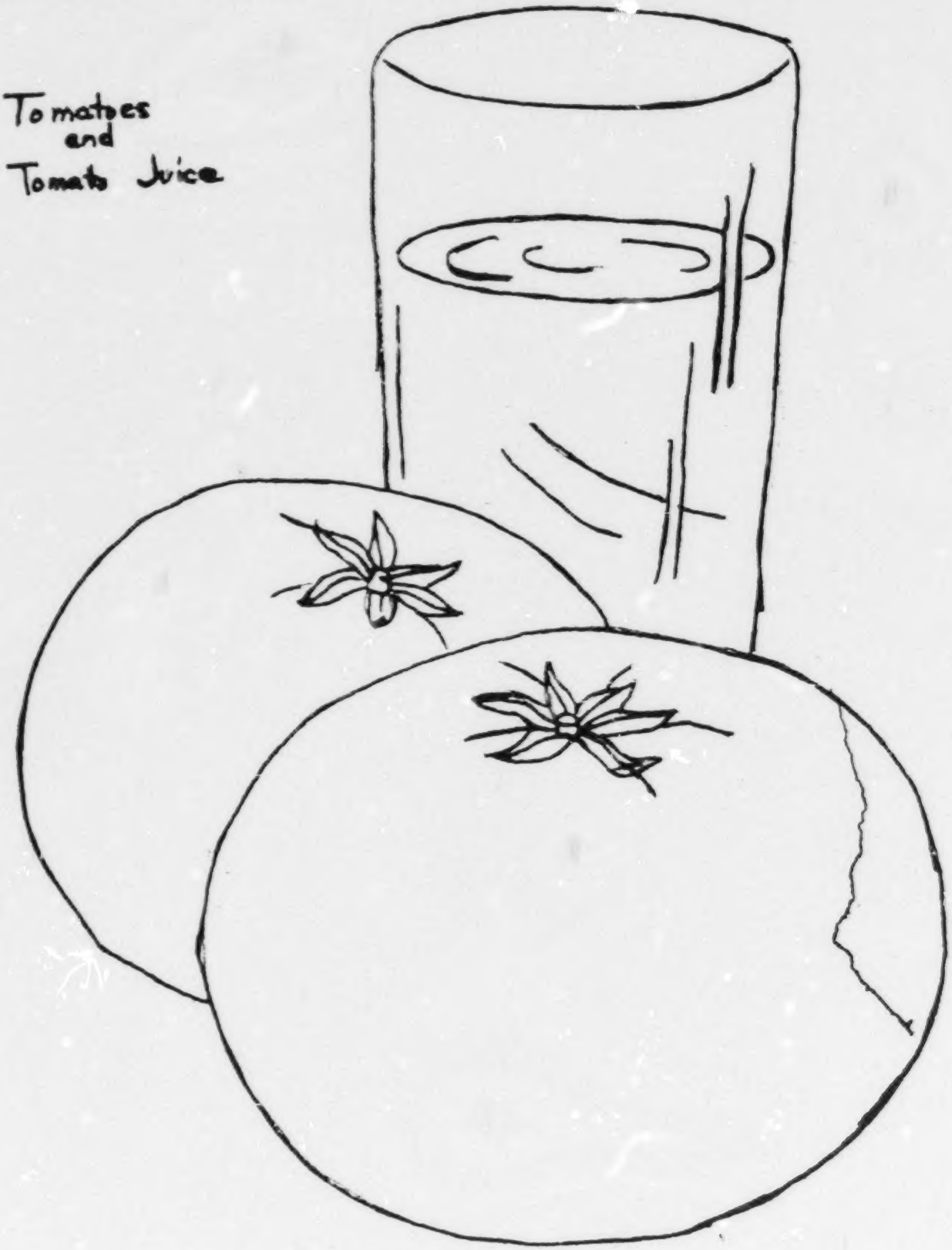
Name _____



lettuce

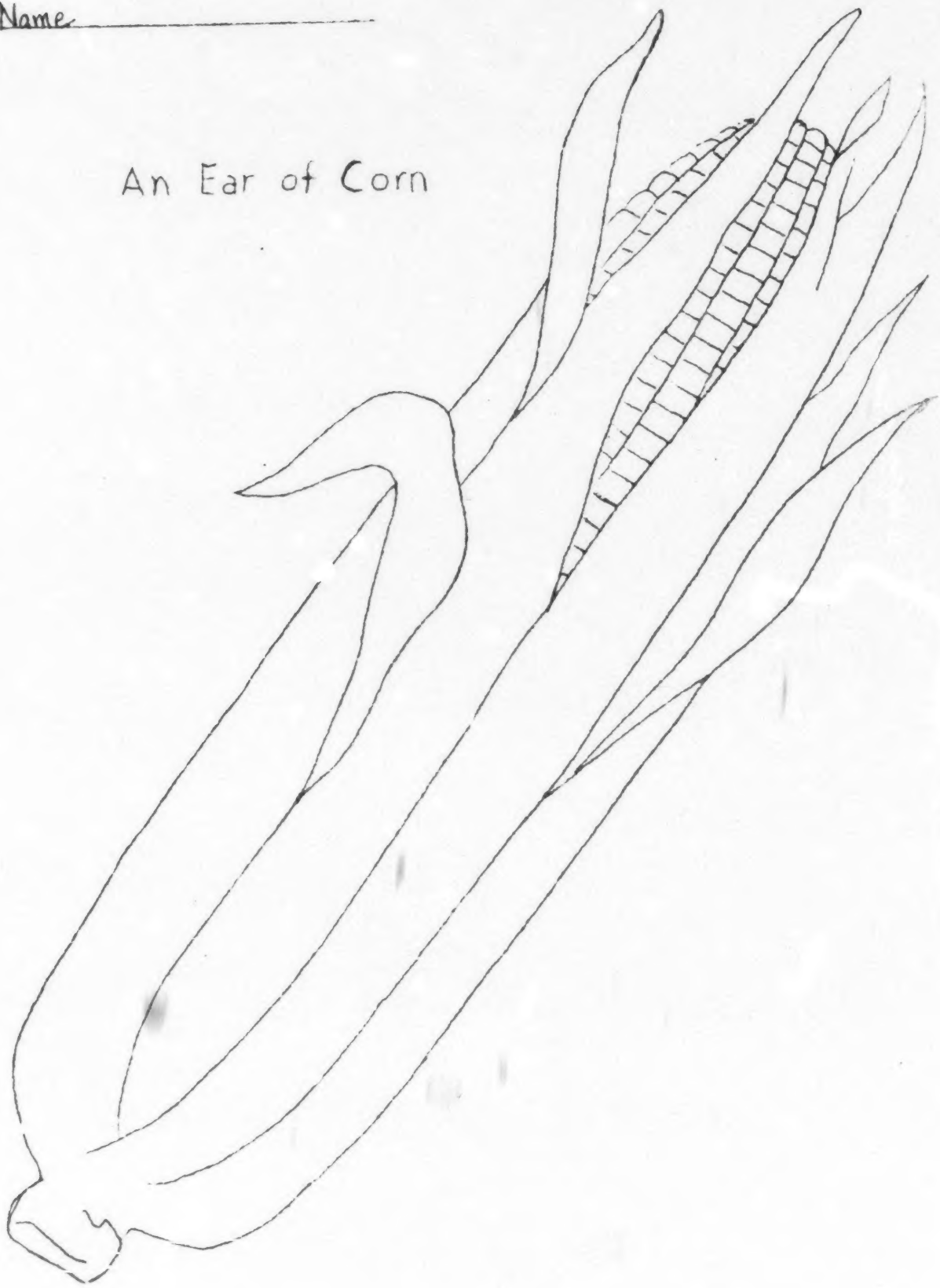
Name _____

Tomatoes
and
Tomato Juice



Name _____

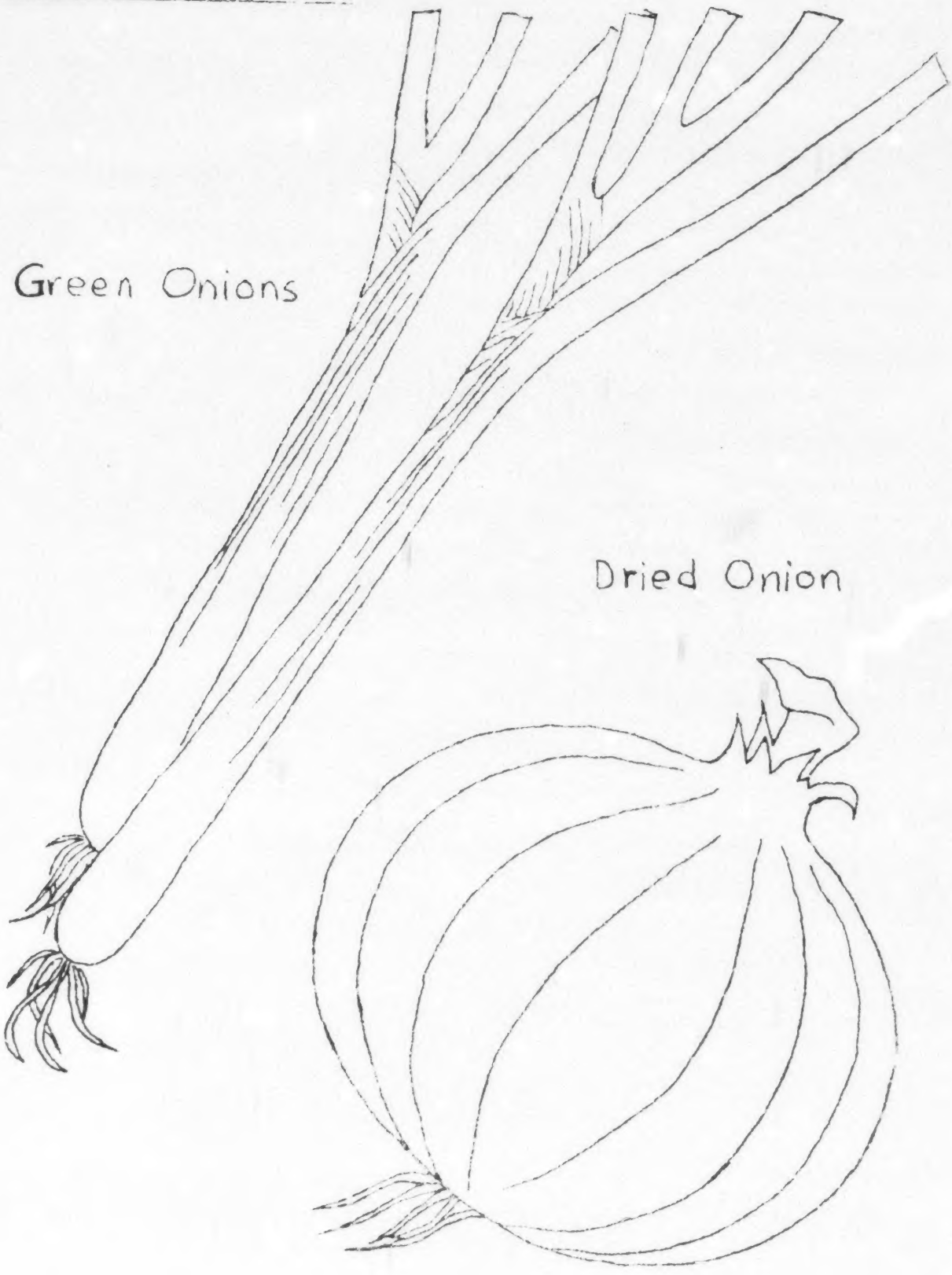
An Ear of Corn



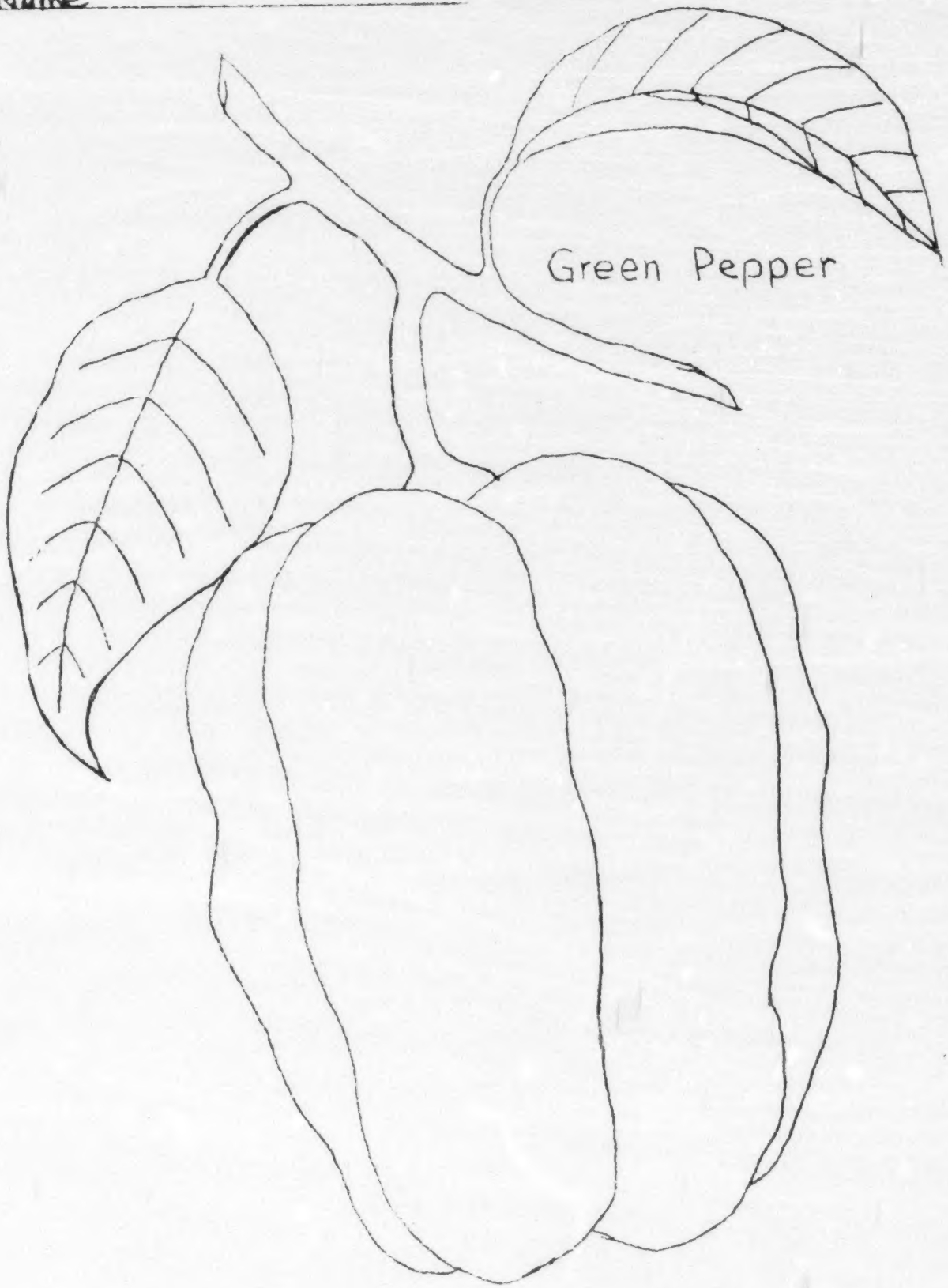
Name _____

Green Onions

Dried Onion



Name _____



Name _____

Celery